

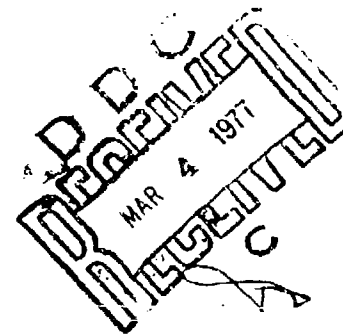
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**SUBGROUP DIFFERENCES IN ROTC/ARMY CAREER COMMITMENT
AND IN COMMITMENT-RELATED ATTITUDES**

TECHNICAL REPORT

J. J. Card

July 1976

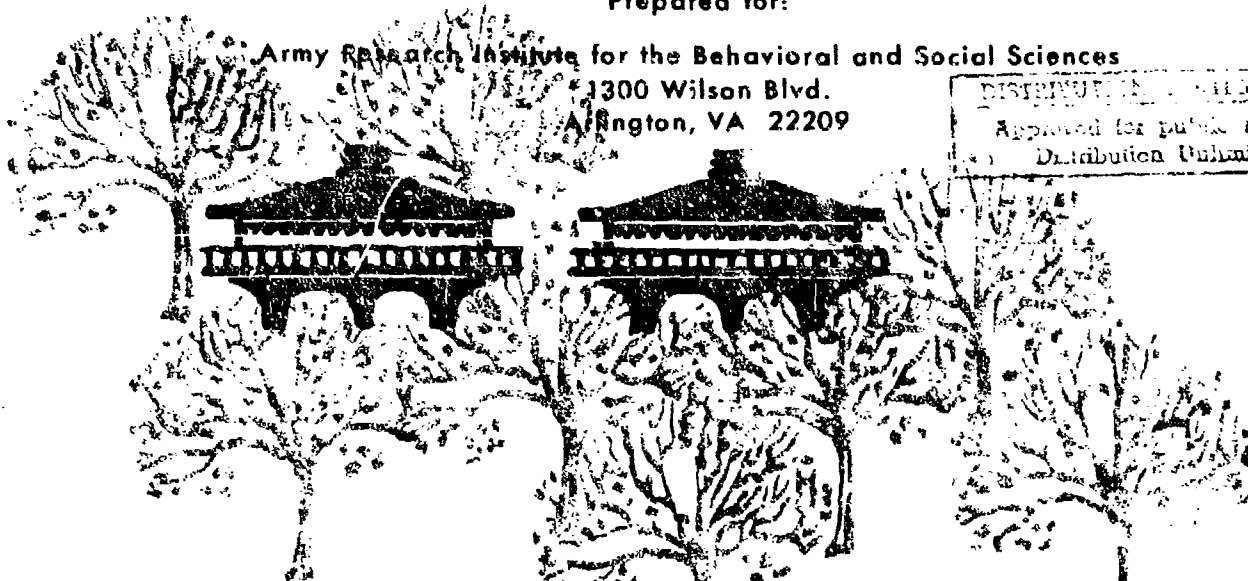
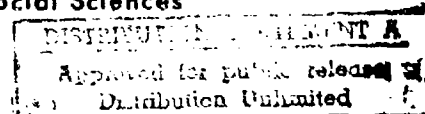


Prepared for:

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→ more favorable beliefs about the Army than non-ROTC students, males, whites, high socioeconomic status respondents, high academic achievers, or low ROTC-grade point average respondents. These findings indicate that both ROTC and the Army appeal more strongly to the disenfranchised in U.S. society--blacks, low socioeconomic status, and low ability respondents. In light of the high ratings given by these groups to the dimensions "contribution to society," "opportunity for self-development," and "respect attached to an Army officer career," one may speculate that this appeal is due to the fact that an Army officer career via the college ROTC program offers these groups an opportunity to improve themselves, while contributing to society in a prestigious and socially acceptable manner.

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SUBGROUP DIFFERENCES IN ROTC/ARMY CAREER COMMITMENT AND IN COMMITMENT-RELATED ATTITUDES

J.J. Card

July 1976

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BRIEF

Survey data from nationwide stratified random samples of 1089 high school seniors, 754 ROTC and 879 non-ROTC college students, and 634 ROTC-graduate Army officers in their period of obligated Army service were analyzed with the goal of uncovering subgroup differences in ROTC/Army career commitment and in commitment-related attitudes.

Differences in beliefs about ROTC, beliefs about the Army, commitment to an Army ROTC career, attitudes and information related to Army ROTC career commitment, and school and career performance measures were studied for the following subgroups:

- ROTC vs. non-ROTC students
- males vs. females
- blacks vs. whites
- low socioeconomic status respondents vs. high socioeconomic status respondents
- low academic achievers vs. high academic achievers
- officers who had an ROTC scholarship in college vs. officers who did not
- officers who had an "A" ROTC grade point average vs. officers who had a "B" or "C".

It was found that:

- ROTC students, females, blacks, low socioeconomic status respondents, low academic achievers, and high ROTC grade point average respondents had more favorable beliefs about ROTC and more favorable beliefs about the Army than non-ROTC students, males, whites, high socioeconomic status respondents, high academic achievers, or low ROTC grade point average respondents. There was no significant difference in the beliefs about ROTC or beliefs about the Army held by scholarship vs. non-scholarship officers. These findings suggest that both ROTC and the Army appeal more strongly to the "disenfranchised" in U.S. society--blacks, low SES and low ability respondents, etc. These groups rated ROTC and the Army very favorably on the dimensions "contribution to society," "opportunity for self-development," and "respect attached to an Army officer career." Thus, one may speculate that an Army officer career via the college ROTC program offers these groups a chance to improve themselves and to contribute to society in a manner they consider to be socially acceptable and prestigious.
- Females had lower commitment to a ROTC/Army career than males, despite their more favorable attitudes toward ROTC/Army. This apparent gap in the military attitude-behavior link among females is, in all probability, attributable to traditional social mores

that view the military as a "male" career. Females are interested and supportive spectators of the career, but to this date have refrained or been prevented from becoming active participants. One could hypothesize that this spectator/participant barrier is weak, and will diminish with current changing social mores, in light of the favorable predispositions (military attitudes) found in the study's female subgroup.

- Blacks in the college sample had lower commitment to ROTC/Army than whites (despite their more favorable beliefs about ROTC/Army). However, black Army officers had higher commitment to ROTC/Army than white officers. One may hypothesize from these findings that blacks get weeded out of the ROTC/Army career commitment process at an earlier stage (in college) than whites. Thus, blacks who make it to the Army officer stage of the process are relatively more committed than whites. For the white subgroup, the period of obligated Army service serves as the weeding-out stage for uncommitted participants.
- A greater percentage of officers who had a low grade point average in college expressed an intention to remain in the Army, possibly because civilian alternatives are not as promising for them as for their peers with high academic grade point averages.
- There was no difference in the career commitment of Army officers who possessed an ROTC scholarship in college vs. Army officers who did not. As pointed out in an earlier report (Card, et al., 1975), ROTC scholarships do not appear to be able to hold officers in the Army beyond their period of obligated service.
- ROTC grades were a potent predictor of subsequent career commitment as an Army officer, pointing to the ability of the ROTC cadre to spot cadets who would make committed officers.

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INTRODUCTION

In 1974-75, the American Institutes for Research conducted a two-year study for the U.S. Army Research Institute aimed at developing and testing a model of career commitment in the young adult (primarily college) years. The model developed by the study¹ focused on understanding general career commitment processes among ROTC cadets and Army officers. Differences in commitment and in commitment-related attitudes held by various subgroups of respondents--i.e., by respondents of various sexes, ages, races, socio-economic statuses, and abilities--were not extensively investigated.

Knowledge of these subgroup differences is of potential utility to ROTC recruiters, as it could provide them with information on how to attract different kinds of individuals into ROTC. Knowledge of these subgroup differences is also of potential utility to ROTC/Army policymakers, as it could provide them with detailed information on how ROTC/Army can take action to retain men and women of various backgrounds and abilities. For these reasons, data from the nationwide survey were subjected to additional analyses aimed at documenting subgroup differences in:

- Beliefs about ROTC;
- Beliefs about the Army;
- ROTC/Army career commitment;
- Attitudes and information related to ROTC/Army career commitment; and
- School and career performance measures.

This report presents results of this intensive subgroup analysis.

METHOD

The Study's Participants

Representative samples of (a) high school seniors, (b) college students in schools offering ROTC, and (c) ROTC-graduate Army officers serving their period of obligated Army service, participated in the study.

A total of 1,089 high school seniors made up the high school senior sample. They were chosen from 12 high schools distributed across the U.S. and representing urban, suburban, and rural communities. Seven of the schools had Junior ROTC (JROTC) programs; five did not. The distribution of the high school sample is given in Table 1.

¹Card, J.J., Goodstadt, B.E., Gross, D.E., and Shanner, W.M. Development of a ROTC/Army Career Commitment Model. Final Report, Contract No. DAHC-19-74-C-0017. Palo Alto, California: American Institutes for Research, 1975.

TABLE 1
DISTRIBUTION OF THE HIGH SCHOOL SENIOR SAMPLE

Type of Community	Presence of Junior ROTC (JRRTC) Program in School		Total
	Schools With JRRTC	Schools Without JRRTC	
Urban	276	214	490
Suburban	239	247	486
Rural	32	81	113
Total	547 ^a	542	1,089

^aOf these, 102 were members of JRRTC

TABLE 2
DISTRIBUTION OF THE COLLEGE STUDENT SAMPLE

Year in School	ROTC	Non-ROTC	Total
Freshmen	202	321	523
Sophomores	173	163	336
Juniors	176	200	376
Seniors	196	174	370
Unknown	7	21	28
Total	754	879	1633

TABLE 3
DISTRIBUTION OF THE ARMY OFFICER SAMPLE

Period of Obligation	Regular Army		Active Duty Reserve		Total
	No Scholarship (3-year Commitment)	Scholarship (4-year Commitment)	No Scholarship (2-year Commitment)	Scholarship (4-year Commitment)	
Early (1st year)	20	25	75	45	165
Middle	47	57	111	59	274
Late (last 6 mos.)	35	49	73	31	188
Unknown					7
Total	102	131	259	135	634
% of Grand Total	16.3	20.9	41.3	21.5	100.0

The college sample was selected from 11 colleges drawn from the four ROTC regions, and representing small, medium and large public and private colleges and universities. A total of 1,633 college students participated, in the proportions indicated in Table 2.

The Army officer sample was selected from an Army personnel tape supplied to the project staff by the U.S. Army Research Institute. The personnel tape contained the names of 10,164 ROTC-graduate officers commissioned between July 1970 and July 1974. A one-tenth sample of these officers was selected to participate in the study. Thus, 1,017 questionnaires were mailed out. Of these, 200 were returned by the post office stamped "addressee moved; no forwarding address known," leaving 817 officers in the target sample. Of these, 646 returned complete, filled-out questionnaires, a response rate of 79.1%. The make-up of the final Army sample (a few questionnaires were eliminated because they arrived too late for inclusion in the data analysis) is reported in table 3.

The Survey Questionnaire

Participating students and officers filled out a 200-item questionnaire measuring various demographic and socio-psychological factors hypothesized to be related to ROTC/Army career participation and commitment. These factors were generated from a survey of the literature, from in-depth interviews with 135 Army ROTC cadets and officers, and from input from a seven-member National Advisory Panel consisting of seven experts in the career development research area. The following factors were included in the questionnaire: (a) Demographic background factors; (b) Academic achievement factors (grades); (c) Career-related factors, including careers being considered, attributes sought in a job, and career-related interests and aspirations; and (d) Socio-psychological factors, including personal values, attitudes toward ROTC and toward the Army, subscription to military ideology, bureaucratic tendencies, need for fate control, anomie or alienation, career development or vocational maturity, and political position.

Overview of Analytic Procedures

The goal of the data analysis was to document differences in commitment and commitment-related attitudes among the following subgroups of respondents:

- ROTC vs. non-ROTC students
- males vs. females
- blacks vs. whites
- low socioeconomic status respondents vs. high socioeconomic status respondents
- low academic achievers vs. high academic achievers

- ROTC-scholarship officers vs. non-ROTC-scholarship officers
- officers who had a high ROTC grade point average vs. officers who had a low ROTC grade point average.

The following questionnaire items/variables were analyzed for subgroup differences:

- the Beliefs about ROTC scale and its 26 component items
- the Beliefs about the Army scale and its 28 component items
- the Career commitment scale and its 7 component items
- the ROTC/Army Information scale
- the socio-psychological scales of Need for fate control, Bureaucratic tendencies, Military ideology, Anomie, and Career development
- the school and career performance measures of high school grade point average, college grade point average, ROTC grade point average, and personal satisfaction with one's performance in ROTC/Army.

Table 4 presents the analytic design which guided data analysis. A series of analyses of variance (ANOVA's) were run, with the subgroup variables (Column 2, Table 4) forming the independent variables, and the commitment-related variables (Column 3), in turn, forming the dependent variable. The SPSS (Statistical Package for the Social Sciences) ANOVA program was used for all analyses. This package allows a maximum of five independent variables per ANOVA, a constraint which limited the number of subgroup variables that could be examined in a single analysis.

One ANOVA was run for each dependent variable listed in Column 3 of Table 4, a total of 205 separate ANOVA's in all. Results from these analyses will now be presented and discussed.

RESULTS

Subgroup Differences in Beliefs about ROTC

Beliefs about ROTC held by various sex, race, etc. subgroups of high school seniors, college students, and Army officers are given in Tables 5, 6, and 7 respectively. The following characteristics of all table entries should be noted:

1. All beliefs have been scored so that a high score (5) reflects a favorable evaluation of ROTC, and a low score (1) reflects an unfavorable evaluation.

TABLE 4

OVERVIEW OF ANALYSES OF VARIANCE CONDUCTED TO INVESTIGATE SUBGROUP DIFFERENCES
IN COMMITMENT AND IN COMMITMENT-RELATED ATTITUDES

SAMPLE	INDEPENDENT VARIABLES (THE SUBGROUPS)	DEPENDENT VARIABLE	TABLE REFERENCE
Beliefs about ROTC/Army			
High School Respondents	<ul style="list-style-type: none">• Membership in JROTC• Sex• Race• Socioeconomic Status• H. S. Grade Point Average	• 26 Beliefs about ROTC Items ^a	2
		• Total Score on Attitudes toward ROTC Scale ^b	2
College Respondents	<ul style="list-style-type: none">• Membership in ROTC• Sex• Race• Socioeconomic Status• H. S. & College Grade Point Average, Combined	• 28 Beliefs about the Army Items ^a	7
		• Total Score on Attitudes toward the Army Scale ^b	7
Army Officers	<ul style="list-style-type: none">• Race• Socioeconomic Status• H. S. & College Grade Point Average, Combined• Possession of ROTC Scholarship in College• ROTC Grade Point Average	• 26 Beliefs about ROTC Items ^a	3
		• Total Score on Attitudes toward ROTC Scale ^b	3
		• 28 Beliefs about the Army Items ^a	8
		• Total Score on Attitudes toward the Army Scale ^b	8
ROTC/Army Career Commitment			
College ROTC Cadets	<ul style="list-style-type: none">• Sex• Race• Socioeconomic Status• H. S. & College Grade Point Average, Combined	• 7 Career Commitment Items ^a	12
		• Total Score on Career Commitment Scale ^b	12
Army Officers	<ul style="list-style-type: none">• Race• Socioeconomic Status• H. S. & College Grade Point Average, Combined	• 7 Career Commitment Items ^a	13
		• Total Score on Career Commitment Scale ^b	13
Informational and Socio-Psychological Profile			
College ROTC Cadets	<ul style="list-style-type: none">• Sex• Race• Socioeconomic Status• Possession of ROTC Scholarship• Year in School	• ROTC/Army Information	14
		• Need for Fate Control	14
Army Officers	<ul style="list-style-type: none">• Race• Socioeconomic Status• Possession of ROTC Scholarship in College• Type of Army Service	• Bureaucratic Tendencies	14
		• Military Ideology	14
		• Anomie	14
		• Career Development	14
		• Need for Fate Control	15
		• Bureaucratic Tendencies	15
		• Military Ideology	15
		• Anomie	15
		• Career Development	15
Ability and Performance			
College ROTC Cadets	<ul style="list-style-type: none">• Sex• Race• Socioeconomic Status• Possession of ROTC Scholarship• Year in School	• High School Grade Point Average	16
		• College Grade Point Average	16
Army Officers	<ul style="list-style-type: none">• Race• Socioeconomic Status• Possession of ROTC Scholarship in College• Type of Army Service	• ROTC Grade Point Average	16
		• Satisfaction with Performance in ROTC	16
		• High School Grade Point Average	17
		• College Grade Point Average	17
		• ROTC Grade Point Average	17
		• Satisfaction with Performance in Army	17

^aThese items are listed in the corresponding data tables given in Column 4.

^bScaling techniques were described in detail in the final report (Card, et al., 1975) and will not be repeated here.

TABLE 5

ADJUSTED SUBGROUP DIFFERENCES IN HIGH SCHOOL SENIORS' BELIEFS ABOUT ROTC^a

BELIEFS ABOUT ROTC	R e c o d e ? b	GRAND MEAN	RESPONDENT SUBGROUP									
			JROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		H.S. GRADE POINT AVERAGE	
			Non- JROTC (N=836)	JROTC (N=82)	Male (N=433)	Female (N=485)	White (N=675)	Black (N=243)	Low (N=388)	High (N=530)	A to B- (N=603)	Lower than B- (N=315)
AR01. ROTC helps students develop self-discipline of mind and body.	•	3.61	-0.07	0.74***	-0.16	0.14***	-0.14	0.39***	0.09*	-0.07	-0.03	0.05
AR02. Cadets have a poor image among some people.		2.71	0.02	-0.17	-0.09	0.08*	-0.05	0.14*	0.07	-0.05	-0.01	0.01
AR03. ROTC is excellent training for an Army officer position.	•	4.05	-0.02	0.23*	-0.08	0.07*	-0.06	0.16**	0.06	-0.04	-0.02	0.06
AR04. ROTC cadets are easy to get along with.	•	3.03	-0.05	0.49***	-0.07	0.06*	-0.05	0.13*	0.02	-0.02	0.00	0.01
AR05. Military service helps one fulfill a patriotic duty.	•	3.36	-0.04	0.39**	-0.08	0.07	-0.09	0.26***	0.18***	-0.14	-0.03	0.05
AR06. Someone close to me (girl-friend/boyfriend, spouse, parent) does not (would not) like my being in ROTC.		2.93	-0.03	0.28	-0.04	0.04	-0.11	0.31***	0.02	-0.02	-0.06	0.12
AR07. ROTC provides challenges for the individual.	•	3.69	-0.05	0.50***	-0.11	0.10**	-0.11	0.31***	0.12**	-0.09	0.01	-0.01
AR08. ROTC instructors are easy to get along with.	•	3.01	-0.05	0.48***	-0.06	0.06	-0.10	0.29***	0.05	-0.04	0.03	-0.05
AR09. Joining ROTC satisfies (would satisfy) the desires of my parents and/or other relatives.	•	2.56	-0.07	0.70***	0.05	-0.04	-0.13	0.35***	0.04	-0.03	-0.09	0.16**
AR10. Drill is not relevant to being a good officer.		3.27	-0.02	0.19	-0.10	0.09**	0.11***	-0.29	0.08	-0.06	-0.02	0.04
AR11. Being a member of ROTC is a great way to earn money while going to college.	•	3.54	-0.04	0.36**	-0.03	0.03	-0.13	0.36***	0.01	-0.01	0.03	-0.06
AR12. Joining ROTC helps one postpone decisions about what to do after college.	•	3.15	-0.01	0.14	0.01	-0.01	-0.09	0.24***	-0.01	0.00	-0.04	0.08
AR13. ROTC instructors are competent.	•	3.27	-0.07	0.69***	-0.05	0.04	-0.05	0.13*	0.11**	-0.08	0.00	0.00
AR14. ROTC helps one get a better civilian job than one could otherwise obtain.	•	3.05	-0.05	0.52***	-0.08	0.07*	-0.11	0.32***	0.10*	-0.07	-0.02	0.03
AR15. ROTC leads to a military commitment that is too long.		2.97	-0.03	0.29*	-0.15	0.14***	0.04	-0.11	0.04	-0.03	0.04	0.09
AR16. ROTC helps students develop an awareness of personal goals and values.	•	3.45	-0.05	0.47***	-0.13	0.12***	-0.11	0.31***	0.10*	-0.07	-0.06	0.11*
AR17. The ROTC curriculum/materials are of good quality.	•	3.27	-0.04	0.42***	-0.10	0.09**	-0.12	0.33***	0.08*	-0.06	0.00	0.00
AR18. ROTC requires too much time while in school.		3.05	-0.04	0.36***	-0.12	0.10***	0.00	0.00	0.08	-0.06	-0.02	0.04
AR19. ROTC helps one develop job-related skills and interests.	•	3.48	-0.02	0.18	-0.11	0.10**	-0.11	0.31***	0.04	-0.03	0.00	0.07
AR20. ROTC provides a means for having a good time before settling down.	•	2.87	-0.01	0.15	-0.06	0.06	-0.13	0.36***	0.05	-0.04	-0.04	0.07
AR21. ROTC involves too much mickey-mouse and too many irrelevant details.		3.01	-0.02	0.21	-0.22	0.20***	-0.08	0.22***	0.08	-0.06	-0.02	0.03

TABLE 5 (continued)

BELIEFS ABOUT ROTC	Re- code ? b	GRAND MEAN	RESPONDENT SUBGROUP									
			JROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		H.S. GRADE POINT AVERAGE	
			Non- JROTC (N=836)	JROTC (N=82)	Male (N=433)	Female (N=485)	White (N=675)	Black (N=243)	Low (N=388)	High (N=530)	A to B- (N=603)	Lower than B- (N=315)
AR22. ROTC helps students gain experience and ability as a leader.	•	3.60	-0.06	0.56***	-0.09	0.08*	-0.13	0.36***	0.10*	-0.07	-0.01	0.01
AR23. ROTC cadets are competent.	•	3.17	0.05	0.53***	-0.07	0.06*	-0.07	0.19***	0.05	-0.04	0.00	0.00
AR24. Joining ROTC is a good way to have a job guaranteed upon graduation.	•	3.22	0.00	0.05	-0.01	0.01	-0.04	0.12	0.01	-0.01	-0.01	0.01
AR25. Discipline is overemphasized in ROTC.		2.88	-0.02	0.16	-0.03	0.02	0.01	-0.04	0.00	0.00	0.05	-0.10
AR26. ROTC provides an accurate picture of Army life.	•	3.23	-0.01	0.05	-0.03	0.03	-0.20	0.56***	0.03	-0.02	0.01	-0.02
Total Score, Attitudes Toward ROTC Scale		83.40	-0.87	8.84***	-2.01	1.80***	-2.06	5.73***	1.60**	-1.17	-0.40	0.77

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups on the table.

^b Items with a • have been recoded so that, for all items, a 5 reflects a favorable evaluation of ROTC, and a 1 an unfavorable evaluation. Thus means given for items with a • reflect the original mean computed from the questionnaire item subtracted from 6.0.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

TABLE 6

ADJUSTED SUBGROUP DIFFERENCES IN COLLEGE STUDENTS' BELIEFS ABOUT ROTC^a

BELIEFS ABOUT ROTC	R e c o d e ? b	GRAND MEAN	RESPONDENT SUBGROUP									
			ROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		GRADE POINT ^c AVERAGE	
			Non- ROTC (N=879)	ROTC (N=754)	Male (N=1139)	Female (N=493)	White (N=1323)	Black (N=259)	Low (N=541)	High (N=1092)	A to B- (N=804)	Lower than B- (N=773)
AR01. ROTC helps students develop self-discipline of mind and body.	•	3.99	-0.25	0.29***	-0.06	0.14*** ^c	-0.01	0.64	0.09*	-0.05	-0.01	0.01
AR02. Cadets have a poor image among some people.		2.52	-0.02	0.02	-0.12	0.29***	-0.14	0.73***	0.03	-0.02	-0.07	0.08*
AR03. ROTC is excellent training for an Army officer position.	•	4.27	-0.10	0.11***	-0.08	0.19***	-0.03	0.17**	-0.01	0.01	-0.01	0.02
AR04. ROTC cadets are easy to get along with.	•	3.46	-0.21	0.25***	0.00	0.01	0.04***	-0.20	0.04	-0.02	-0.04	0.04
AR05. Military service helps one fulfill a patriotic duty.	•	3.71	-0.31	0.36***	-0.07	0.16*** ^d	0.01	-0.06	0.11*	-0.05	-0.07	0.07*
AR06. Someone close to me (girl-friend/boyfriend, spouse, parent) does not (would not) like my being in ROTC.		2.97	-0.23	0.27***	0.07*	-0.16	-0.04	0.22*	-0.02	0.01	0.03	-0.03
AR07. ROTC provides challenges for the individual.	•	4.03	-0.30	0.35***	-0.06	0.14*** ^e	-0.03	0.15**	0.04	-0.02	-0.05	0.05*
AR08. ROTC instructors are easy to get along with.	•	3.58	-0.47	0.55***	0.03*	-0.08	0.04**	-0.18	-0.05	0.02	0.01	-0.01
AR09. Joining ROTC satisfies (would satisfy) the desires of my parents and/or other relatives.	•	2.80	-0.38	0.45***	0.06**	-0.14	-0.02	0.12	0.00	0.00	-0.09	0.09**
AR10. Drill is not relevant to being a good officer.		3.55	-0.25	0.29***	-0.02	0.04	0.04*	-0.19	0.03	-0.01	0.04	-0.05
AR11. Being a member of ROTC is a great way to earn money while going to college.	•	3.70	-0.18	0.21***	-0.03	0.06	-0.08	0.40***	0.00	0.00	0.02	0.02
AR12. Joining ROTC helps one postpone decisions about what to do after college.	•	3.17	0.02	-0.02	0.01	-0.03	-0.08	0.40***	-0.03	0.02	0.01	-0.01
AR13. ROTC instructors are competent.	•	3.81	-0.40	0.47***	0.01	-0.02	0.02	-0.08	0.00	0.00	0.01	-0.01
AR14. ROTC helps one get a better civilian job than one could otherwise obtain.	•	3.42	-0.42	0.49***	-0.01	0.03	0.00	0.01	0.00	0.00	0.01	-0.01
AR15. ROTC leads to a military commitment that is too long.		3.32	-0.05	0.58***	-0.06	0.14*** ^d	0.04**	-0.18	-0.02	0.01	-0.04	0.04
AR16. ROTC helps students develop an awareness of personal goals and values.	•	3.73	-0.28	0.33***	-0.05	0.12*** ^d	-0.03	0.16**	0.03	-0.01	-0.05	0.05*
AR17. The ROTC curriculum/materials are of good quality.	•	3.61	-0.32	0.37***	-0.05	0.11*** ^c	-0.03	0.16**	-0.01	0.00	-0.05	0.05*
AR18. ROTC requires too much time while in school.		3.20	-0.19	0.22***	-0.01	0.03	-0.03	0.16*	-0.01	0.01	0.05*	-0.05
AR19. ROTC helps one develop job-related skills and interests.	•	3.54	-0.03	0.03	-0.08	0.20***	-0.06	0.33***	-0.02	0.01	-0.04	0.04
AR20. ROTC provides a means for having a good time before settling down.	•	2.74	-0.07	0.08*	-0.02	0.04	-0.07	0.33***	-0.03	0.01	-0.05	0.05
AR21. ROTC involves too much mickey-mouse and too many irrelevant details.		3.12	-0.22	0.25***	-0.11	0.25***	-0.07	0.36***	-0.03	0.02	0.01	-0.01

TABLE 6 (continued)

BELIEFS ABOUT ROTC	R e c o d e d ?	GRAND MEAN	RESPONDENT SUBGROUP									
			ROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE	
			Non- ROTC (N=879)	ROTC (N=754)	Male (N=1139)	Female (N=493)	White (N=1323)	Black (N=259)	Low (N=541)	High (N=1092)	A to B- (N=804)	Lower than B- (N=773)
AR22. ROTC helps students gain experience and ability as a leader.	•	4.14	-0.29	0.34***	-0.05	0.12*** ^d	-0.04	0.20***	0.03	-0.01	-0.01	0.01
AR23. ROTC cadets are competent.	•	3.43	-0.21	0.25***	-0.03	0.08*** ^d	0.00	0.02	0.10**	-0.05	0.02	-0.02
AR24. Joining ROTC is a good way to have a job guaranteed upon graduation.	•	3.94	-0.15	0.18***	0.05	-0.13	-0.02	0.08	0.00	0.00	0.06*	-0.07
AR25. Discipline is overemphasized in ROTC.		3.31	-0.36	0.42***	0.00	0.01	0.04**	-0.19	0.00	0.00	0.00	0.00
AR26. ROTC provides an accurate picture of Army life.	•	2.66	0.15	-0.17	-0.07	0.15***	-0.12	0.61***	0.09*	-0.04	0.00	-0.01
Total Score, Attitudes Toward ROTC Scale		89.67	-6.02	7.02***	-0.79	1.84*** ^d	-0.70	3.57***	0.34	-0.16	-0.26	0.27

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^aTable entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^bItems with a • have been recoded so that, for all items, a 5 reflects a favorable evaluation of ROTC, and a 1 an unfavorable evaluation. Thus means given for items with a • reflect the original mean computed from the questionnaire item subtracted from 6.0.

^cAverage of high school and college grades

^dFor these items, the unadjusted mean for the male subgroup was higher than that for the female subgroup, presumably because males are overrepresented in the ROTC subgroup.

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE 7

ADJUSTED SUBGROUP DIFFERENCES IN ARMY OFFICERS' BELIEFS ABOUT ROTC^a

BELIEFS ABOUT ROTC	R e c o d e d ?	GRAND MEAN	RESPONDENT SUBGROUP									
			RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE ^c		ROTC SCHOLARSHIP		ROTC GRADE POINT AVERAGE	
			White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	A to B- (N=394)	Lower than B- (N=192)	No (N=345)	Yes (N=244)	A (N=340)	Lower than A (N=246)
AR01. ROTC helps students develop self-discipline of mind and body.	•	3.54	-0.06	0.55***	0.07	-0.03	0.00	0.00	0.05	-0.07	0.12**	-0.16
AR02. Cadets have a poor image among some people.		2.10	-0.09	0.34***	0.07	-0.03	-0.06	0.11	0.00	0.00	0.05	-0.07
AR03. ROTC is excellent training for an Army officer position.	•	3.57	-0.08	0.77***	-0.06	0.03	-0.03	0.06	0.05	-0.07	0.08*	-0.12
AR04. ROTC cadets are easy to get along with.	•	3.68	0.01	-0.05	-0.02	0.01	-0.02	0.04	0.03	-0.05	0.10**	-0.14
AR05. Military service helps one fulfill a patriotic duty.	•	3.91	0.00	0.00	0.09	-0.05	-0.04	0.08	0.00	0.01	0.03	-0.05
AR06. Someone close to me (girl-friend/buyfriend, spouse, parent) does not (would not) like my being in ROTC.		3.32	-0.05	0.49*	0.03	-0.02	0.09*	-0.19	-0.03	0.05	0.04	-0.06
AR07. ROTC provides challenges for the individual.	•	3.65	-0.08	0.75***	-0.05	0.03	-0.03	0.05	0.11**	-0.15	0.12**	-0.16
AR08. ROTC instructors are easy to get along with.	•	3.98	0.03	-0.24	0.01	0.00	-0.03	0.05	0.05	-0.07	0.16***	-0.23
AR09. Joining ROTC satisfies (would satisfy) the desires of my parents and/or other relatives.	•	2.97	-0.04	0.39*	-0.20	0.10**	-0.03	-0.06	-0.08	0.11	-0.03	0.12
AR10. Drill is not relevant to being a good officer.		3.64	-0.04	0.42*	-0.07	0.04	-0.05	0.10	-0.02	0.03	0.05	-0.07
AR11. Being a member of ROTC is a great way to earn money while going to college.	•	3.86	-0.05	0.51**	0.00	0.00	0.03	-0.06	0.03	-0.04	0.03	-0.04
AR12. Joining ROTC helps one postpone decisions about what to do after college.	•	3.16	-0.05	0.52**	0.04	-0.02	0.01	-0.03	0.06	-0.08	-0.05	0.06
AR13. ROTC instructors are competent.	•	4.05	-0.02	0.23	-0.04	0.02	-0.03	0.05	0.02	-0.03	0.09**	-0.12
AR14. ROTC helps one get a better civilian job than one could otherwise obtain.	•	3.29	0.00	0.03	0.06	-0.03	-0.01	0.03	0.01	-0.02	0.09*	-0.12
AR15. ROTC leads to a military commitment that is too long.		3.89	0.01	-0.06	-0.03	0.01	-0.04	0.08	0.10**	-0.14	0.06	-0.08
AR16. ROTC helps students develop an awareness of personal goals and values.	•	3.48	-0.06	0.56***	0.04	-0.02	-0.08	-0.16*	-0.03	-0.04	0.10**	-0.14
AR17. The ROTC curriculum/materials are of good quality.	•	3.38	0.08	0.77***	0.04	-0.02	-0.06	0.13	0.04	-0.06	0.11**	-0.15
AR18. ROTC requires too much time while in school.		3.87	-0.02	0.15	-0.05	0.03	-0.03	0.05	-0.10	0.14**	0.09*	-0.13
AR19. ROTC helps one develop job-related skills and interests.	•	2.81	-0.04	0.40**	0.06	-0.03	-0.07	0.14*	0.05	-0.08	0.13**	-0.18
AR20. ROTC provides a means for having a good time before settling down.	•	2.49	-0.01	0.06	-0.02	0.01	-0.06	0.13	-0.01	0.01	0.13***	-0.18
AR21. ROTC involves too much Mickey-mouse and too many irrelevant details.		3.09	-0.06	0.57***	0.12	-0.06	-0.09	0.19*	-0.03	0.04	0.12**	-0.16

TABLE 7 (continued)

BELIEFS ABOUT ROTC	R e c o d e ? b	GRAND MEAN	RESPONDENT SUBGROUP ^c									
			RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE ^c		ROTC SCHOLARSHIP		ROTC GRADE POINT AVERAGE	
			White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	A to B- (N=394)	Lower than B- (N=192)	No (N=345)	Yes (N=244)	A (N=340)	Lower than A (N=246)
AR22. ROTC helps students gain experience and ability as a leader.	•	3.98	-0.05	0.51***	0.01	-0.01	-0.03	0.06	0.04	-0.05	0.09**	-0.12
AR23. ROTC cadets are competent.	•	3.45	-0.03	0.29*	0.04	-0.02	0.04	-0.08	0.02	-0.03	0.06	-0.06
AR24. Joining ROTC is a good way to have a job guaranteed upon graduation.	•	3.67	-0.03	0.30	0.08	-0.04	0.09*	-0.19	-0.02	0.02	0.03	-0.04
AR25. Discipline is overemphasized in ROTC.		4.00	0.01	-0.11	0.12*	-0.06	-0.01	0.02	-0.04	0.05	0.07*	-0.09
AR26. ROTC provides an accurate picture of Army life.	•	1.87	-0.05	0.49***	0.01	-0.01	0.02	-0.04	0.07	0.09	-0.03	0.04
Total Score, Attitudes toward ROTC Scale		88.97	-1.01	9.08***	0.09	-0.05	-0.47	0.93	0.37	-0.50	1.75***	-2.39

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups on the table.

^b Items with a • have been recoded so that, for all items, a 5 reflects a favorable evaluation of ROTC, and a 1 an unfavorable evaluation. Thus means given for items with a • reflect the original mean computed from the questionnaire item subtracted from 0.0.

^c Average of high school and college grades

* $p < .05$
 ** $p < .01$
 *** $p < .001$

2. Table entries reflect deviations of subgroup means from the grand mean given in Column 3, after adjustment for all other subgroup variables in the table. They are thus not to be confused with raw deviations.
3. Asterisks in the table denote a significant main effect for the (column) subgroup variable on the (row) dependent variable, again after controlling for all other subgroup variables in the table.

For example, in Row 1 of Table 5: The high school senior sample as a whole assigned a mean favorability rating of 3.61 to the ROTC dimension "helps students develop self-discipline of mind and body." The non-Junior ROTC (non-JROTC) subgroup's mean rating on this dimension, after adjustment for the subgroup's sex, race, socioeconomic status, and grade point average composition, was $3.61 - 0.07$ or 3.54. The corresponding Junior ROTC (JROTC) subgroup rating was $3.61 + 0.74$ or 4.35. These adjusted means were significantly different from each other at the $p < .001$ level, leading to the conclusion that JROTC students believe more strongly than their non-JROTC classmates that ROTC helps students develop self-discipline of mind and body.

Beliefs about ROTC: ROTC vs Non-ROTC Students

Tables 5 and 6 (Columns 4, 5) show that, not surprisingly, ROTC students had much more favorable beliefs about ROTC than non-ROTC students. Of the 26 beliefs about ROTC included in the survey, 16 were endorsed more favorably by JROTC high school seniors than by their non-JROTC classmates; 22 were endorsed more favorably by ROTC college students than by their classmates.

These ROTC vs. non-ROTC subgroup differences in beliefs about ROTC were explored in great detail in a previous report (Card, et al., 1975). They will therefore not be re-discussed here. ROTC membership was included in the analytic design primarily as a control variable for subsequent subgroup analyses.

Sex Differences in Beliefs about ROTC

Females had more favorable beliefs about ROTC than males. At the high school level, this was true for both the unadjusted as well as adjusted sex means. At the college level, males tended to have more favorable unadjusted means, but after adjustment for disproportionate male representation in the ROTC subgroup, females again emerged with the significantly more favorable beliefs presented in Table 6.

The ROTC dimensions more favorably perceived by females at both the high school and college levels had to do with:

1. the utility of ROTC for self-development. Thus females endorsed the following beliefs more strongly than males:

- AR01. ROTC helps students develop self-discipline of mind and body.
- AR07. ROTC provides challenges for the individual.
- AR16. ROTC helps students develop an awareness of personal goals and values.
- AR19. ROTC helps one develop job-related skills and interests.
- AR22. ROTC helps students gain experience and ability as a leader.

2. the image and competence of ROTC cadets (AR02 and AR23)
3. the soundness of the ROTC training program (AR03, AR17)
4. the worthwhileness of present and future time commitments associated with ROTC (AR15, AR18, AR21)

Not a single belief about ROTC was endorsed more favorably by high school males, compared to their female classmates. However, among college respondents, males (a) were encouraged more strongly by significant others to join ROTC (AR06 and AR09); and (b) had an easier time getting along with ROTC instructors (AR08).

Thus, college males viewed ROTC more favorably on the social dimension. Females viewed ROTC more favorably on all other dimensions.

Racial Differences in Beliefs about ROTC

The previously discussed subgroup variables--ROTC membership and sex--were not applicable to the Army officer sample, all of whom were male ROTC graduates. Racial differences in beliefs about ROTC were, however, examined for all three respondent samples: high school, college,² and Army.

In all three samples, blacks had more favorable beliefs about ROTC than whites. The beliefs endorsed favorably by blacks were similar to those endorsed favorably by females: of the eleven beliefs endorsed more favorably by blacks in the high school, college, and Army samples (AR02, AR03, AR07, AR11, AR12, AR16, AR17, AR19, AR21, AR22, and AR26), eight (all except AR11, AR12, and AR26) were also endorsed more favorably by females in the high school and college samples.

Thus blacks, like females, believed in: (a) the utility of ROTC for self-development, (b) the good image of ROTC cadets; and (c) the soundness of the ROTC training program. In addition blacks had three additional beliefs about ROTC not held by females: (a) the utility of

²Data from the black college subgroup may not accurately reflect the black college-attending population because approximately 85% of this sample was drawn from one predominantly black college especially designated by the study's sampling plan (Card, *et al.*, 1975). The black high school and Army officer subgroups should, however, be representative of their respective national populations.

ROTC as a vehicle for earning money while in college (AR11); (b) the utility of ROTC as a means of helping one postpone decisions about what to do after college (AR12); and (c) the utility of ROTC in providing an accurate picture of Army life (AR26). All these additional beliefs held by blacks and not by females were related to the financial and job-related aspects of ROTC.

In the high school sample, there was only one ROTC belief endorsed more favorably by whites than by blacks. This was the belief that drill is relevant to being a good officer (AR10).

This belief was also endorsed more favorably by white college students than by black college students. In addition white college students, just like male students, had a more favorable perception of the social aspects of ROTC. Thus white college students, more than black college students, believed that: (a) ROTC cadets are easy to get along with (AR04); (b) ROTC instructors are easy to get along with (AR08); and (c) discipline is not overemphasized in ROTC (AR25).

Within the Army officer respondent sample, not a single belief about ROTC was endorsed more favorably by whites than by blacks.

SES Differences in Beliefs about ROTC

Differences in beliefs about ROTC held by respondents with different socioeconomic (SES) backgrounds were not as pronounced as the just-described sex and race differences. However, there was a definite tendency for respondents of low SES to rate ROTC more favorably than respondents of high SES.

For both the high school and college respondent samples, respondents of low SES believed that: (a) ROTC helps students develop self-discipline of mind and body (AR01); and (b) military service helps one fulfill a patriotic duty (AR05). No other consistent SES differences across the samples were found.

Academic Achievement Differences and Beliefs about ROTC

In general high school, college, and Army officer respondents with a low (less than B-) grade point average (GPA) had more favorable perceptions of ROTC than their peers with a high (A to B-) GPA.³

For both the high school and college samples, low-achievement students: (a) received greater encouragement than high-achievement students to join ROTC (AR09); and (b) perceived ROTC as helping students develop an awareness of personal goals and values (AR16).

³In the present study, academic grades were measured by means of self-report indices. Previous studies (cf. Maxey and Ormsby, "The Accuracy of Self-Report Information Collected on the ACT Test Battery: High School Grades and Items of Non-Academic Achievement," Iowa City: American College Testing, 1971) have shown such grade self-reports to be accurate and reliable (over .80 correlation with actual grades).

In addition, college students of low achievement believed to a greater extent than their high achievement classmates in: (a) the good image of ROTC cadets (AR02); (b) the patriotic duty fulfilled by military service (AR05); (c) the challenges provided by ROTC (AR07); and (d) the high quality of the ROTC curriculum and materials (AR17).

Not a single ROTC-related belief was more favorably endorsed by high school students of high achievement, compared to their low-achievement classmates. The only beliefs more favorably endorsed by college students of high achievement were: (a) ROTC does not require too much time while in school (AR18), and (b) joining ROTC is a good way to have a job guaranteed upon graduation (AR24). The latter belief was also endorsed by Army officers with a high grade point average. Thus the only real benefit associated with ROTC that attracts a disproportionately large number of high-achievement students is the guaranteed job awaiting the cadet after college graduation.

ROTC Scholarship and ROTC Grade Point Average Effects on Beliefs about ROTC

Because the high school and college samples included non-ROTC students, the relationship between ROTC-related subgroup variables--possession of an ROTC scholarship; ROTC grade point average--and beliefs about ROTC were only evaluated for the Army officer respondent group.

Few differences were found between ROTC beliefs held by scholarship vs. non-scholarship officers. Non-scholarship officers found the ROTC program more challenging (AR07). Scholarship officers believed that the time they spent on ROTC activities while in school (AR18) was reasonable, but that the commitment to the Army they incurred because of ROTC (AR15) was too long.⁴ As discussed in a previous report (Card, et al., 1975), ROTC scholarships do not appear to lead to cadets' "gladly serving" their post-college obligation to the Army.

On the other hand, a high ROTC grade point average was strongly and consistently associated with favorable beliefs about ROTC. Officers who were "A" students in their ROTC programs believed in: (a) the utility of ROTC for self-development (AR01, AR16, AR19); (b) the soundness of the ROTC training program (AR03, AR13, AR14, AR17); (c) the social benefits associated with ROTC (AR04, AR08, AR20); (d) the challenging nature of ROTC (AR07); and (e) the reasonableness of school-time commitments incurred by ROTC membership (AR18, AR21).

It is not possible to tell from the data whether these favorable ROTC perceptions held by officers who were ROTC "A" students were the cause or the consequence of their good performance in the ROTC program. The results are striking though, especially in light of the fact that

⁴All scholarship officers have a 4-year commitment to the Army. Their non-scholarship peers have a 2- or 3-year commitment.

a high academic grade point average was associated with unfavorable beliefs about ROTC. Apparently there is little or no relationship between academic and ROTC grades.

Summary: Subgroup Differences in Beliefs about ROTC

It was found that:

1. ROTC high school and college students had more favorable beliefs about ROTC than non-ROTC students.
2. High school and college females had more favorable beliefs about ROTC than their male classmates.
3. Black students and Army officers had more favorable beliefs about ROTC than their white peers.
4. Students and officers of low socioeconomic status had more favorable beliefs about ROTC than students and officers of high socioeconomic status.
5. Students and officers with a low (lower than B-) academic grade point average had more favorable beliefs about ROTC than students and officers with a high academic grade point average.
6. There was no consistent relationship between possession of a college ROTC scholarship and beliefs about ROTC.
7. Officers with a high (A) ROTC grade point average had more favorable beliefs about ROTC than officers with a B or C grade point average.

The definitiveness of each of these findings can be gleaned from Table 8, in which the number of ROTC beliefs perceived more favorably ($p < .05$) by each of the various subgroups is given. The nature of favorable ROTC beliefs held by the various respondent subgroups is then summarized in Table 9.

Subgroup Differences in Beliefs about the Army

Beliefs about the Army held by various sex, race, etc. subgroups of high school seniors, college students, and Army officers are given in Tables 10, 11, and 12 respectively. All beliefs in these tables have been scored so that a high score (5) reflects a favorable evaluation of the Army, and a low score (1) reflects an unfavorable evaluation. Also, as was the case with Tables 5, 6, and 7, table entries refer to subgroup deviations from the grand mean given in Column 3, after adjustment for all other independent variables in the table.

TABLE 8

SUMMARY:

NUMBER OF ROTC BELIEFS^a PERCEIVED
MORE FAVORABLY ($p < .05$) BY VARIOUS
RESPONDENT SUBGROUPS

RESPONDENT SUBGROUP	RESPONDENT SAMPLE		
	High School Seniors	College Students	Army Officers
ROTC Membership ^b			
ROTC Members	16	22	--
Non-ROTC Members	0	0	--
Sex ^b			
Female	15	13	--
Male	0	3	--
Race			
Black	21	14	16
White	1	5	0
Socioeconomic Status			
Low	8	4	1
High	0	0	1
Grade Point Average			
Low	2	6	3
High	0	2	2
ROTC Scholarship ^c			
No	--	--	2
Yes	--	--	1
ROTC Grade Point Average ^c			
High	--	--	15
Low	--	--	0

^aOut of a set of 26 Beliefs about ROTC

^bSubgroup differences on this variable were not computed for the Army officer sample.

^cSubgroup differences on this variable were not computed for the high school and college samples.

TABLE 9

SUMMARY:

NATURE OF ROTC BELIEFS PERCEIVED
MORE FAVORABLY BY VARIOUS RESPONDENT SUBGROUPS

<u>Females</u>	vs.	<u>Males</u>
<ul style="list-style-type: none"> the utility of ROTC for self-development the good image and competence of ROTC cadets the soundness of the ROTC training program the worthwhileness of present and future time commitments associated with ROTC 		<ul style="list-style-type: none"> encouragement by significant others to join ROTC ease of getting along with ROTC instructors
<u>Blacks</u>	vs.	<u>Whites</u>
<ul style="list-style-type: none"> the utility of ROTC for self-development the good image of ROTC cadets the soundness of the ROTC training program the utility of ROTC as a vehicle for earning money in college the utility of ROTC in helping one postpone decisions about what to do after college the utility of ROTC in providing an accurate picture of Army life 		<ul style="list-style-type: none"> the relevance of drill ease of getting along with ROTC instructors and cadets proper emphasis on discipline in ROTC
<u>Low SES</u>	vs.	<u>High SES</u>
<ul style="list-style-type: none"> the utility of ROTC for self-development the patriotic duty fulfilled by military service 		
<u>Low Grade Point Average</u>	vs.	<u>High Grade Point Average</u>
<ul style="list-style-type: none"> the utility of ROTC for self-development encouragement by significant others to join ROTC the good image of ROTC cadets the patriotic duty fulfilled by military service the quality of the ROTC curriculum and materials 		<ul style="list-style-type: none"> the utility of ROTC for securing a job after graduation
<u>No ROTC Scholarship</u>	vs.	<u>ROTC Scholarship</u>
<ul style="list-style-type: none"> the challenging nature of ROTC the reasonableness of future commitments incurred to the Army because of ROTC 		<ul style="list-style-type: none"> the reasonableness of school-time commitments incurred by ROTC
<u>High ROTC Grade Point Average</u>	vs.	<u>Low ROTC Grade Point Average</u>
<ul style="list-style-type: none"> the utility of ROTC for self-development the soundness of the ROTC training program social benefits associated with ROTC the challenging nature of ROTC the reasonableness of school-time commitments incurred by ROTC membership 		

TABLE 10

ADJUSTED SUBGROUP DIFFERENCES IN HIGH SCHOOL SENIORS' BELIEFS ABOUT THE ARMY^a

BELIEFS ABOUT THE ARMY	R e c o d e ? b	GRAND MEAN	RESPONDENT SUBGROUP									
			JROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		H.S. GRADE POINT AVERAGE	
			NON- JROTC (N=839)	JROTC (N=83)	Male (N=437)	Female (N=485)	White (N=679)	Black (N=243)	Low (N=389)	High (N=533)	A to B- (N=604)	Lower than A- (N=313)
AA01. The Army does not give its people enough freedom in their personal lives.		2.54	-0.02	0.13	-0.18	0.17***	0.02	-0.06	0.06	-0.04	-0.03	0.06
AA02. The training one gets in the Army is useful in civilian life.	•	3.57	-0.04	0.41***	-0.03	0.02	-0.10	0.27***	0.07	-0.05	-0.01	0.02
AA03. Discipline is inconsistently applied in the Army.		2.77	0.00	-0.05	-0.03	0.07	0.06*	-0.17	-0.04	0.03	0.06*	-0.11
AA04. Living arrangements are better in the Army than in civilian life.	•	2.70	-0.04	0.39**	-0.06	0.06	-0.10	0.29***	0.05	-0.04	-0.03	0.05
AA05. The Army helps give many people a sense of direction.	•	3.65	-0.03	0.28*	-0.11	0.10**	-0.09	0.25***	0.01	-0.01	0.01	-0.03
AA06. Army people contribute to their country more than civilians.	•	2.88	-0.04	0.43**	-0.18	0.16***	-0.14	0.39***	0.08	-0.06	-0.15	0.28***
AA07. I am not interested in military life for myself.		2.29	-0.06	0.64***	0.12**	0.11	-0.14	0.38***	0.03	-0.02	-0.17	0.33***
AA08. I am impressed by the quality of officers in the Army.	•	3.15	-0.05	0.47***	-0.11	0.10**	-0.10	0.26***	0.00	-0.00	-0.04	0.07
AA09. The Army helps its people develop self-discipline of mind and body.	•	3.56	-0.04	0.37**	-0.09	0.08*	-0.09	0.24***	0.04	-0.03	0.00	-0.00
AA10. One encounters greater prejudice in the Army than in civilian life.		3.01	0.00	-0.02	-0.12	0.11**	0.01	-0.01	0.00	-0.00	0.01	-0.03
AA11. It is hard to make really good friends in the Army.		3.50	-0.00	0.04	-0.05	0.05	0.07**	-0.20	0.09*	-0.07	0.02	-0.03
AA12. The fringe benefits of an Army job are hard to beat in civilian jobs.	•	3.42	-0.03	0.35**	0.04	-0.04	0.04	-0.10	-0.04	0.03	0.02	-0.05
AA13. Because of constant mobility, it is hard to lead a normal family life in the Army.		2.74	-0.02	0.22	-0.08	0.07	-0.01	0.03	-0.03	0.02	-0.03	0.06
AA14. The Army officer is held in high respect by the general public.	•	3.42	-0.01	0.10	-0.11	0.10**	-0.09	0.25***	0.15***	-0.11	-0.05	0.09
AA15. The opportunity to travel is one of the rewarding aspects of Army life.	•	3.97	-0.02	0.22*	-0.04	0.04	-0.05	0.14*	0.01	-0.01	0.02	-0.05
AA16. Discipline is overemphasized in the Army.		2.79	-0.02	0.16	-0.05	0.05	0.04	-0.10	-0.00	0.00	0.01	-0.02
AA17. The Army officer is held in high respect by the majority of my friends.	•	3.13	-0.04	0.41***	-0.04	0.03	-0.06	0.17**	0.10*	-0.08	-0.02	0.04
AA18. Army officers typically get along well with their supervisors.	•	3.16	-0.02	0.19*	0.02	-0.02	-0.07	0.19***	0.04	-0.03	0.00	-0.00
AA19. It is hard to get satisfactory privacy in the Army.		2.76	-0.03	0.27*	-0.10	0.09**	-0.05	0.13*	0.02	-0.01	0.01	-0.02
AA20. One can have a rewarding social life on an Army base.	•	3.12	-0.07	0.76***	-0.13	0.12***	-0.05	0.17**	0.07	-0.05	-0.05	0.10*

TABLE 10 (continued)

BELIEFS ABOUT THE ARMY	R e c o d e d b	GRAND MEAN	RESPONDENT SUBGROUP									
			JROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		H.S. GRADE POINT AVERAGE	
			NON- JROTC (N=839)	JROTC (N=83)	Male (N=437)	Female (N=485)	White (N=679)	Black (N=243)	Low (N=389)	High (N=533)	A to B- (N=604)	Lower than B- (N=318)
AA21. There is something im- moral about being part of the military.		3.44	-0.01	0.13	-0.12	0.11**	0.10***	-0.28	-0.02	0.01	0.01	-0.01
AA22. Recreation and entertain- ment are better in the Army than in civilian life.	•	2.68	-0.05	0.53***	-0.03	0.03	-0.06	0.17**	0.09*	-0.07	-0.09	0.18***
AA23. It is hard to take orders from supervisors.		3.13	-0.03	0.33**	0.01	-0.01	-0.02	0.07	0.01	-0.01	0.05	-0.09
AA24. In general, people in the Army do more for their country than civilians.	•	2.89	-0.04	0.37**	-0.06	0.06	-0.13	0.36***	0.17**	-0.13	-0.07	0.14*
AA25. The Army does not give its people enough free- dom on the job.		2.83	-0.01	0.08	-0.08	0.08*	-0.01	0.04	0.06	-0.04	0.02	-0.04
AA26. In the Army everyone must be alike.		3.33	-0.02	0.20	-0.16	0.15***	-0.01	0.02	0.06	-0.04	0.03	-0.05
AA27. Army officers' only con- tact with their sub- ordinates is giving them orders.		3.10	-0.01	0.12	-0.11	0.10**	0.05*	-0.13	-0.03	0.02	0.03	-0.05
AA28. Close friendships are not made easily in the Army.		3.52	-0.02	0.18	-0.10	0.09*	0.06*	-0.17	0.03	-0.02	0.02	-0.04
Total Score, Attitudes Toward the Army Scale		87.01	-0.77	7.75***	-2.06	1.86***	-0.95	2.65***	1.10*	-0.80	-0.45	0.86

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^b Items with a • have been recoded so that, for all items, a 5 reflects a favorable evaluation of the Army, and a 1 an unfavorable evaluation. Thus means given for items with a • reflect the original mean computed from the questionnaire item subtracted from 6.0.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

TABLE 11

ADJUSTED SUBGROUP DIFFERENCES IN COLLEGE STUDENTS' BELIEFS ABOUT THE ARMY^a

BELIEFS ABOUT THE ARMY	R e c o d e ?	GRAND MEAN	RESPONDENT SUBGROUP									
			ROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE ^c	
			Non-ROTC (N=879)	ROTC (N=754)	Male (N=1139)	Female (N=493)	White (N=1323)	Black (N=259)	Low (N=541)	High (N=1092)	A to B- (N=804)	Lower than B- (N=773)
AA01. The Army does not give its people enough freedom in their personal lives.	•	2.73	-0.31	0.36	-0.08	0.17*** ^d	0.03*	-0.15	-0.01	0.01	-0.04	0.04
AA02. The training one gets in the Army is useful in civilian life.	•	3.86	-0.27	0.32***	-0.01	0.03	-0.01	0.06	-0.03	0.01	0.00	0.00
AA03. Discipline is inconsistently applied in the Army.	•	2.97	-0.14	0.15***	-0.08	0.17***	-0.01	0.08	-0.02	0.01	0.03	-0.03
AA04. Living arrangements are better in the Army than in civilian life.	•	2.57	-0.22	0.25***	-0.06	0.14*** ^d	-0.05	0.24*	-0.04	0.02	-0.05	0.06*
AA05. The Army helps give many people a sense of direction.	•	3.95	-0.23	0.27***	-0.05	0.13*** ^d	-0.01	0.06	0.04	-0.02	0.00	0.00
AA06. Army people contribute to their country more than civilians.	•	2.67	-0.23	0.27***	-0.04	0.08	-0.06	0.31***	0.13**	-0.06	-0.13	0.13***
AA07. I am not interested in military life for myself.	•	2.76	-0.81	0.96***	0.05*	-0.11	-0.01	0.03	-0.05	0.02	-0.09	0.10**
AA08. I am impressed by the quality of officers in the Army.	•	3.32	-0.35	0.41***	-0.09	0.20*** ^d	-0.03	0.17**	0.01	0.00	-0.05	0.05
AA09. The Army helps its people develop self-discipline of mind and body.	•	3.87	-0.25	0.29***	-0.06	0.14*** ^d	-0.03	0.14*	0.04	-0.02	-0.02	0.02
AA10. One encounters greater prejudice in the Army than in civilian life.		3.20	-0.20	0.23***	-0.04	0.05* ^d	-0.01	0.03	-0.06	0.03	0.03	-0.03
AA11. It is hard to make really good friends in the Army.		3.81	-0.20	0.24***	-0.01	0.03	0.04*	-0.23	-0.02	0.01	-0.05	0.05
AA12. The fringe benefits of an Army job are hard to beat in civilian jobs.	•	3.90	-0.33	0.39***	0.02	-0.04	0.04*	-0.19	-0.09	0.04*	0.01	-0.01
AA13. Because of constant mobility, it is hard to lead a normal family life in the Army.		2.65	-0.18	0.21***	-0.09	0.20***	-0.01	0.06	-0.13	0.06**	-0.05	0.05
AA14. The Army officer is held in high respect by the general public.	•	3.43	-0.16	0.19***	-0.08	0.19***	-0.07	0.34***	0.05	-0.02	-0.08	0.08**
AA15. The opportunity to travel is one of the rewarding aspects of Army life.	•	4.18	-0.14	0.16***	-0.06	0.15***	-0.04	0.20***	0.00	0.00	-0.01	0.01
AA16. Discipline is overemphasized in the Army.		3.20	-0.32	0.38***	0.02	-0.05	0.02	-0.09	-0.03	0.01	-0.01	0.01
AA17. The Army officer is held in high respect by the majority of my friends.	•	3.24	-0.20	0.23***	-0.05	0.11* ^d	-0.03	0.16*	0.09*	-0.05	-0.08	0.09**
AA18. Army officers typically get along well with their supervisors.	•	3.36	-0.15	0.17***	0.01	-0.01	0.00	0.01	0.05	-0.03	-0.04	0.04*
AA19. It is hard to get satisfactory privacy in the Army.		2.82	-0.26	0.30***	-0.06	0.15*** ^d	-0.01	0.07	-0.09	0.04*	-0.02	0.02
AA20. One can have a rewarding social life on an Army base.	•	3.43	-0.33	0.38***	-0.07	0.15*** ^d	0.03*	-0.15	0.03	-0.01	-0.03	0.03

TABLE 11 (continued)

BELIEFS ABOUT THE ARMY	Re- code ? b	GRAND MEAN	RESPONDENT SUBGROUP									
			ROTC MEMBERSHIP		SEX		RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE ^c	
			Non-ROTC (N=879)	ROTC (N=754)	Male (N=1139)	Female (N=493)	White (N=1323)	Black (N=259)	Low (N=541)	High (N=1092)	A to B- (N=804)	Lower than B- (N=773)
AA21. There is something im- moral about being part of the military.		4.13	-0.31	0.36***	-0.08	0.20*** ^d	0.11***	-0.56	0.02	-0.01	-0.01	0.01
AA22. Recreation and entertain- ment are better in the Army than in civilian life.	•	2.71	-0.27	0.32***	-0.01	0.03	0.01	-0.06	0.04	-0.02	-0.02	0.02
AA23. It is hard to take orders from supervisors.		3.63	-0.31	0.36***	0.00	0.00	0.03*	-0.17	0.05	0.02	0.00	0.00
AA24. In general, people in the Army do more for their country than civilians.	•	2.62	-0.25	0.29***	-0.04	0.09	-0.04	0.19*	0.13**	-0.06	-0.10	0.11**
AA25. The Army does not give its people enough free- dom on the job.		2.98	-0.23	0.26***	-0.04	0.08* ^d	0.00	0.00	0.01	-0.01	-0.05	0.05
AA26. In the Army everyone must be alike.		3.74	-0.28	0.33***	-0.07	0.17*** ^d	0.01	-0.06	-0.05	0.02	0.03	-0.03
AA27. Army officers' only con- tact with their sub- ordinates is giving them orders.		3.70	-0.33	0.39***	0.00	0.00	0.05***	-0.25	-0.03	0.01	0.02	-0.03
AA28. Close friendships are not made easily in the Army.		3.92	-0.18	0.22***	-0.05	0.12** ^d	0.07***	-0.34	-0.04	0.02	-0.03	0.03
Total Score, Attitudes toward the Army Scale		93.30	-7.48	8.76***	-1.17	2.72*** ^d	0.03	-0.13	-0.11	0.05	-0.86	0.89**

^{Note.} Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^b Items with a • have been recoded so that, for all items, a 5 reflects a favorable evaluation of the Army, and a 1 an unfavorable evaluation. Thus means given for items with a • reflect the original mean computed from the questionnaire item subtracted from 6.0.

^c Average of high school and college grades

^d For these items, the unadjusted mean for the male subgroup was higher than that for the female subgroup, presumably because males are overrepresented in the ROTC subgroup

* $p < .05$

** $p < .01$

*** $p < .001$

TABLE 12

ADJUSTED SUBGROUP DIFFERENCES IN ARMY OFFICERS' BELIEFS ABOUT THE ARMY^a

BELIEFS ABOUT THE ARMY	R e c o r d e d b	GRAND MEAN	RESPONDENT SUBGROUP									
			RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE		ROTC SCHOLARSHIP		ROTC GRADE POINT AVERAGE	
			White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	A to B- (N=394)	Lower than B- (N=192)	No (N=345)	Yes (N=244)	A (N=340)	Lower than A (N=246)
AA01. The Army does not give its people enough freedom in their personal lives.		2.84	-0.01	0.14	0.08	-0.04	0.02	-0.04	-0.02	0.03	0.06	-0.08
AA02. The training one gets in the Army is useful in civilian life.	•	3.73	-0.02	0.18	0.03	-0.01	0.00	0.01	0.09*	-0.13	-0.02	0.02
AA03. Discipline is inconsistently applied in the Army.		2.15	-0.04	0.41**	0.00	0.00	0.00	-0.01	0.11**	-0.15	0.03	-0.04
AA04. Living arrangements are better in the Army than in civilian life.	•	2.37	-0.05	0.53***	-0.07	0.03	-0.07	0.14*	0.05	-0.07	0.00	0.00
AA05. The Army helps give many people a sense of direction.	•	3.33	-0.03	0.30*	0.01	0.00	-0.04	0.07	0.04	-0.05	0.04	-0.06
AA06. Army people contribute to their country more than civilians.	•	2.84	-0.03	0.29	-0.06	0.03	-0.06	0.12	-0.04	0.05	0.06	-0.08
AA07. I am not interested in military life for myself.		3.29	-0.08	0.74***	0.00	0.00	-0.11	0.23**	-0.04	0.05	0.14**	-0.20
AA08. I am impressed by the quality of officers in the Army.	•	3.00	-0.03	0.31*	0.01	0.00	-0.03	0.05	0.09*	-0.12	0.04	-0.06
AA09. The Army helps its people develop self-discipline of mind and body.	•	3.46	-0.03	0.28*	0.02	-0.01	-0.01	0.02	0.03	-0.04	0.06	-0.08
AA10. One encounters greater prejudice in the Army than in civilian life.		3.68	0.04**	-0.42	0.01	0.00	0.03	-0.06	-0.01	0.02	0.04	-0.05
AA11. It is hard to make really good friends in the Army.		3.84	0.01	-0.12	0.02	-0.01	-0.04	0.08	-0.09	0.11	0.13**	-0.18
AA12. The fringe benefits of an Army job are hard to beat in civilian jobs.	•	3.68	-0.02	0.18	0.18*	-0.09	-0.06	0.13	0.00	-0.01	0.04	-0.05
AA13. Because of constant mobility, it is hard to lead a normal family life in the Army.		2.64	-0.04	0.39*	-0.06	0.03	-0.03	0.06	-0.06	0.08	0.04	-0.06
AA14. The Army officer is held in high respect by the general public.	•	3.12	-0.05	0.45***	0.06	-0.03	0.03	0.06	-0.03	-0.05	0.01	-0.02
AA15. The opportunity to travel is one of the rewarding aspects of Army life.	•	3.96	0.04	0.38**	-0.07	0.04	0.00	0.00	-0.06	0.08	0.04	-0.06
AA16. Discipline is overemphasized in the Army.		4.02	0.01	-0.13	0.04	-0.02	0.07	0.15*	-0.07	0.09*	0.08*	-0.12
AA17. The Army officer is held in high respect by the majority of my friends.	•	3.50	-0.03	0.27*	0.07	-0.04	-0.01	0.01	-0.05	0.08	0.05	-0.07
AA18. Army officers typically get along well with their supervisors.	•	3.42	-0.01	0.13	0.02	-0.01	-0.01	0.02	0.09**	-0.13	0.02	-0.03
AA19. It is hard to get satisfactory privacy in the Army.		3.03	0.02	0.19	-0.09	0.04	-0.01	0.02	0.06	-0.09	0.10*	-0.14
AA20. One can have a rewarding social life on an Army base.	•	3.42	0.01	-0.11	0.03	-0.01	-0.02	0.03	0.04	-0.06	0.14**	-0.19

TABLE 12 (continued)

BELIEFS ABOUT THE ARMY	R e c o d e d ? b	Grand Mean	RESPONDENT SUBGROUP									
			RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE		ROTC SCHOLARSHIP		ROTC GRADE POINT AVERAGE	
			White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	A to B- (N=394)	Lower than B- (N=192)	No (N=345)	Yes (N=244)	A (N=340)	Lower than A (N=246)
AA21. There is something immoral about being part of the military.		4.53	0.01	-0.07	-0.08	0.04	0.01	-0.03	0.01	-0.02	0.04	-0.05
AA22. Recreation and entertainment are better in the Army than in civilian life.	•	2.68	0.00	-0.02	-0.03	0.02	-0.06	0.13	-0.02	0.03	0.10*	-0.14
AA23. It is hard to take orders from supervisors.		4.23	-0.02	0.15	-0.07	0.03	-0.07	0.13**	0.00	-0.01	0.05	-0.07
AA24. In general, people in the Army do more for their country than civilians.	•	2.73	-0.02	0.16	0.03	-0.01	-0.04	0.09	-0.04	0.06	0.03	-0.04
AA25. The Army does not give its people enough freedom on the job.		3.15	-0.04	0.43**	0.05	-0.03	-0.05	0.10	0.03	-0.05	0.05	-0.07
AA26. In the Army everyone must be alike.		4.02	-0.02	0.22	-0.04	0.02	0.03	-0.07	0.06	0.08	-0.01	0.02
AA27. Army officers' only contact with their subordinates is giving them orders.		4.29	0.00	0.01	-0.12	0.06*	0.05	-0.10	-0.05	0.07	0.05	-0.07
AA28. Close friendships are not made easily in the Army.		3.84	0.02	-0.15	-0.06	0.03	-0.02	0.03	-0.03	0.04	0.11**	-0.16
Total Score, Attitudes Toward the Army Scale		95.27	-0.53	5.12**	-0.08	0.04	-0.61	1.25	0.05	-0.08	1.52**	-2.10

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

*Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

b Items with a • have been recoded so that, for all items, a 5 reflects a favorable evaluation of the Army, and a 1 an unfavorable evaluation. Thus means given for items with a • reflect the original mean computed from the questionnaire item subtracted from 6.0.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Beliefs about the Army: ROTC vs. Non-ROTC Students

Beliefs about the Army held by ROTC high school and college students were consistently and significantly more favorable than beliefs held by their non-ROTC classmates. The nature of these differences has been discussed in detail elsewhere (Card, et al., 1975) and will therefore not be re-discussed here. ROTC membership was included in the analytic design to serve as a control variable for other subgroup analyses.

Sex Differences in Beliefs About the Army

Females had more favorable beliefs about the Army than males. At the high school level, this was true for both the unadjusted as well as adjusted sex means. At the college level, males tended to have more favorable unadjusted means, but after adjustment for disproportionate male representation in the ROTC subgroup, females again emerged with the significantly more favorable beliefs presented in Table 11.

The Army dimensions more favorably perceived by females at both the high school and college levels were:

1. the utility of the Army for self-development (AA05, AA09)
2. the good image of an Army officer job (AA08, AA14)
3. the freedom afforded by an Army job (AA01, AA25, AA26)
4. the social benefits of Army life (AA10, AA20, AA29)

The only belief endorsed more favorably by males than by females was interest in military life for the self (AA07).

Thus the Army is perceived in a more favorable light by a subgroup that has traditionally been an outside spectator of the career: females.

Racial Differences in Beliefs about the Army

Blacks--especially blacks in the high school and Army officer samples--had more favorable beliefs about the Army than whites.⁵ There were six beliefs endorsed more favorably by blacks than whites in the high school, college and Army samples. Three of these centered around the good image of an Army officer career (AA08, AA14, AA17). The other three dealt with favorable living and travel arrangements in the Army (AA04 and AA15) and with the utility of the Army for self-development (AA09).

Almost all the Army beliefs endorsed more favorably by whites than by blacks centered around the social dimension of Army life, to

⁵As mentioned previously, the black subgroup is represented more accurately in the high school and Army samples than in the college sample.

wit: AA11, AA27, and AA28 for high school whites; AA11, AA20, AA23, AA27, and AA28 for college whites; AA10 for Army officer whites. Thus whites perceived the Army as an easier place to make friends, to interact socially with supervisors, and to live free of prejudice than blacks did.

SES Differences in Beliefs about the Army

As was the case with the ROTC beliefs, differences in beliefs about the Army held by respondents with different socioeconomic (SES) backgrounds were not as pronounced as the just-described sex and race differences. However, there was once again a tendency for respondents of low SES--especially at the high school level--to rate the Army more favorably than respondents of high SES.

For both the high school and college respondent samples, respondents of low SES believed in: (a) the status attached to an Army officer career (AA14 and AA17); and (b) the contribution to society made by Army personnel (AA06 and AA24).

Academic Achievement and Beliefs about the Army

In general, high school, college, and Army officer respondents with a low (less than B-) GPA had more favorable perceptions of the Army than their peers with a high (A to B-) GPA.

As was the case with low SES respondents, low-achievement respondents believed in the status attached to an Army officer career (AA14, AA17) and the contribution to society made by Army personnel (AA06, AA24). In addition low-achievement respondents from all three respondent samples--high school, college, Army officer--indicated a greater interest in military life for themselves (AA07) than did their high-achievement peers. Finally, low-achievement respondents rated the Army more favorably on the social dimension than did their high achievement peers (AA20 and AA22 for high school seniors; AA04 and AA18 for college students; AA04, AA16, and AA23 for Army officers).

ROTC Scholarship and ROTC Grade Point Average Effects on Beliefs about the Army

As was the case with the Beliefs about ROTC items, ROTC scholarship and ROTC GPA effects on Beliefs about the Army were only measured for the Army officer sample. Again, fewer differences were found between the ROTC scholarship subgroups than between the ROTC-GPA subgroups.

Non-scholarship officers appeared to be more impressed by (AA08) and to get along better with (AA18) their supervisors than scholarship officers.

High ROTC-GPA officers rated the Army's social aspects much more highly than did their low ROTC-GPA peers (AA11, AA20, AA22, AA28).

They also expressed greater interest in military life for themselves (AA07). Again it is impossible to say to what extent these favorable attitudes preceded or were caused by these officers' good performance in ROTC.

Summary: Subgroup Differences in Beliefs about the Army

As was the case with the beliefs about ROTC the following subgroups had more favorable perceptions of the Army: ROTC members; females; blacks; low SES respondents; low GPA respondents; Army officers who did not have an ROTC scholarship in college; and Army officers who had an A average in their ROTC training program. Note that each of these findings emerged after controlling for other subgroup variables and therefore the separate findings are not attributable to correlations existing among various subgroup categories (e.g., blacks and a low SES).

Table 13 indicates the extent of subgroup differences found on the Beliefs about the Army items. Table 14 summarizes the nature of these differences.

Putting together findings from this and the previous section, one may conclude that both ROTC and the Army appear to appeal more strongly to the disenfranchised in U.S. society--blacks, low SES and low ability respondents, etc.--probably because (in light of the high ratings given by these groups to the dimensions "contribution to society," "opportunity for self-development," "respect attached to an Army officer career") an Army officer career via the college ROTC program offers these groups a chance to improve themselves and to contribute to society in a manner they consider to be socially acceptable and prestigious.

Subgroup Differences in ROTC/Army Career Commitment

Subgroup differences in ROTC/Army career commitment were only investigated for those respondents who were already "participants" in the career: college ROTC cadets and Army officers. Examination of data from non-ROTC high school and college students and even from Junior ROTC participants showed that only a small proportion of these respondents were seriously contemplating a military career.

For the ROTC college cadet sample, subgroup differences that were quite different from those found for the Beliefs about ROTC/Army items emerged. Male cadets and white cadets were more committed than female cadets or black cadets; no differences were found in the commitment of cadets coming from different socioeconomic backgrounds or in the commitment of cadets with different high school/college grade point averages (see Table 15).

For the Army officer sample, subgroup differences in career commitment were completely in line with differences obtained for the Beliefs about ROTC/Army items. Thus, relatively high commitment was found among

TABLE 13

SUMMARY:

NUMBER OF BELIEFS ABOUT THE ARMY^a
 PERCEIVED MORE FAVORABLY ($p < .05$) BY VARIOUS
 RESPONDENT SUBGROUPS

RESPONDENT SUBGROUP	RESPONDENT SAMPLE		
	High School Seniors	College Students	Army Officers
ROTC Membership ^b			
ROTC Members	16	27	--
Non-ROTC Members	0	0	--
Sex ^b			
Female	14	17	--
Male	1	1	--
Race			
Black	15	8	11
White	5	8	1
Socioeconomic Status			
Low	5	3	1
High	0	3	1
Grade Point Average			
Low	5	7	4
High	1	0	0
ROTC Scholarship ^c			
No	--	--	4
Yes	--	--	1
ROTC Grade Point Average ^c			
High	--	--	7
Low	--	--	0

^aOut of a set of 28 Beliefs about the Army

^bSubgroup differences on this variable were not computed for the Army officer sample.

^cSubgroup differences on this variable were not computed for the high school and college samples.

TABLE 14

SUMMARY:

NATURE OF BELIEFS ABOUT THE ARMY PERCEIVED
MORE FAVORABLY BY VARIOUS RESPONDENT SUBGROUPS

- | <u>Females</u> | vs. | <u>Males</u> |
|--|-----|--------------------------------------|
| • the utility of the Army for self-development | | • personal interest in military life |
| • the good image of an Army officer job | | |
| • the freedom afforded by an Army job | | |
| • the social benefits of Army life | | |

- | <u>Blacks</u> | vs. | <u>Whites</u> |
|--|-----|--|
| • the utility of the Army for self-development | | • social benefits of Army life (ease of making friends, interacting socially with supervisors, living free of prejudice) |
| • the good image of an Army officer job | | |
| • favorable living and travel arrangements in the Army | | |

- | <u>Low SES</u> | vs. | <u>High SES</u> |
|--|-----|-----------------|
| • the status attached to an Army officer career | | |
| • the contribution to society made by Army personnel | | |

- | <u>Low Grade Point Average</u> | vs. | <u>High Grade Point Average</u> |
|--|-----|---------------------------------|
| • the status attached to an Army officer career | | |
| • the contribution to society made by Army personnel | | |
| • personal interest in military life | | |
| • social benefits of Army life | | |

- | <u>No ROTC Scholarship</u> | vs. | <u>ROTC Scholarship</u> |
|---------------------------------------|-----|-------------------------|
| • favorable evaluation of supervisors | | |
| • good relationship with supervisors | | |

- | <u>High ROTC Grade Point Average</u> | vs. | <u>Low ROTC Grade Point Average</u> |
|--------------------------------------|-----|-------------------------------------|
| • social benefits of Army life | | |
| • personal interest in military life | | |

TABLE 15
ADJUSTED SUBGROUP DIFFERENCES IN ROTC CADETS'
CAREER COMMITMENT^a

CAREER COMMITMENT INDICES	GRAND MEAN	RESPONDENT SUBGROUP							
		SEX		RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE	
		Male (N=651)	Female (N=72)	White (N=564)	Black (N=159)	Low (N=241)	High (N=482)	A to B- (N=228)	Lower than B- (N=239)
CC1. How likely are you to make a career of the Army?	3.05	0.02	-0.14	0.01	-0.07	-0.08	0.04	-0.06	0.04
CC3. Do you intend to continue in ROTC next year?	4.39	0.06***	-0.42	0.07*	-0.20	-0.11	0.06	0.09	0.06
CC4. Do you intend to remain in ROTC through the end of your senior year?	4.11	0.07***	-0.51	0.09**	-0.27	-0.06	0.03	0.10	-0.07
CC5. Which type of Army service are you planning for after college?	3.60	0.09**	-0.87	0.14*	-0.43	-0.11	0.06	0.13	-0.08
CC6. Do you intend to make a career of the Army?	3.09	0.11***	-1.04	0.01	-0.02	-0.10	0.05	-0.16	0.11
CC7. After college, would you join the Army if you did not have any contractual obligations?	3.34	0.01	-0.05	0.04	-0.12	-0.06	0.03	-0.12	0.08
CC8. How many years do you intend to serve in the Army?	3.12	0.10***	-1.00	0.05	-0.16	-0.19	0.10	-0.11	0.07
Total Score, Career Commitment Scale	30.09	0.26*	-1.88	0.41*	-1.29	-0.44	0.22	-0.02	0.01

Note. 1. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

2. All items have been scored so that a 5 reflects high commitment to a ROTC/Army career, and 1 reflects low commitment.

3. Responses to CC2, "Were you ever a member of ROTC?" were not analyzed for subgroup differences because all members of the ROTC sample under scrutiny answered "yes" to this item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

* p < .05
** p < .01
*** p < .001

the following subgroups of Army officers: blacks, officers with a low academic GPA; officers with a high ROTC GPA. No differences were found in the commitment of officers of varying SES, or in the commitment of officers who did or did not have an ROTC scholarship while in college (Table 16).

These findings are discussed in greater detail in the sections that follow.

Sex Differences in ROTC/Army Career Commitment

As previously discussed, sex differences were only investigated for the student samples because the officer sample did not have any females in it. Male-female differences in college cadets' commitment were rather pronounced, primarily because of the low commitment exhibited by the female subgroup (Column 4, Table 15).

Because of the small number of females in the cadet sample (72), this finding should be viewed with caution. Nevertheless, it points to an apparent gap in the military attitude-behavior link among females. Females view ROTC, the Army, and military life more favorably than males, but these favorable attitudes do not appear to be associated with a corresponding greater behavioral commitment to military career. This gap is, in all probability, attributable to traditional social mores that view the military as a "male" career. Females are interested and supportive spectators of the career, but to this date have refrained or been prevented from becoming active participants. One could hypothesize that this spectator/participant barrier is weak, and will diminish with current changing social mores, in light of the documented favorable predispositions (military attitudes) held by the female subgroup.

Racial Differences in ROTC/Army Career Commitment

In keeping with the racial subgroup differences that emerged from analysis of the Beliefs about ROTC and Beliefs about the Army items, black Army officers were more highly committed to a ROTC/Army officer career than were white Army officers. However, within the ROTC college cadet sample, a divergent result was obtained: white cadets were more committed to ROTC/Army than black cadets.

The results for the cadet sample were attributable primarily to the extremely low commitment exhibited by cadets from the primarily-black school in the sample. (This school had the lowest commitment mean among the 11 colleges that participated in the study.)

Investigation of the specific differences in the commitment of black vs. white cadets revealed that, interestingly, white cadets' higher commitment was attributable to: (a) the two items dealing with intention to remain in ROTC (CC3 and CC4 in Table 15); and (b) the one item dealing with intention to join the Regular Army, as opposed to the Reserves (CC5). There were no black-white differences on the commitment items dealing with intention to make a career of the Army (CC1, CC6, CC7, CC8).

TABLE 16

ADJUSTED SUBGROUP DIFFERENCES IN ARMY OFFICERS'
CAREER COMMITMENT^a

CAREER COMMITMENT INDICES	GRAND MEAN	RESPONDENT SUBGROUP									
		RACE		SOCIOECONOMIC STATUS		GRADE POINT AVERAGE		ROTC SCHOLARSHIP		ROTC GRADE POINT AVERAGE	
		White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	A to D- (N=394)	Lower Than B- (N=192)	No (N=345)	Yes (N=244)	A (N=340)	Lower Than A (N=246)
CC1. How likely are you to make a career of the Army?	2.75	-0.05	0.56***	0.01	-0.01	-0.14	0.29***	-0.01	0.01	0.15***	-0.21
CC2. Do you intend to make a career of the Army?	2.84	-0.05	0.59***	0.02	-0.01	-0.15	0.30***	-0.07	0.09	0.16***	-0.22
CC3. Do you intend to continue in the Army after you have served your contractual obligation?	3.19	-0.05	0.52**	0.04	-0.02	-0.13	0.28***	-0.04	0.06	0.15**	-0.21
CC4. If yes, how many years beyond your contractual obligation do you intend to serve?	2.54	-0.07	0.56**	-0.08	0.04	-0.18	0.38***	-0.12	0.17*	0.16**	-0.22
CC5. How much are you looking forward to extending your Army service?	3.11	-0.07	0.65***	-0.02	0.01	-0.13	0.25**	-0.03	0.03	0.17***	-0.23
CC6. How attached do you presently feel to the Army?	3.54	-0.03	0.23	-0.02	0.01	-0.07	0.14	-0.02	0.03	0.15***	-0.21
CC7. How attached to the Army did you feel during your first week at Basic Course?	2.53	-0.07	0.62***	-0.14	0.08	-0.08	0.15	0.05	-0.07	0.15**	-0.20
Total Score, Career Commitment Scale	20.22	-0.42	4.05***	-0.09	0.05	-0.90	1.87***	-0.29	0.41	1.06***	-1.47

Note. 1. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

2. All items have been scored so that a 5 reflects high commitment to a ROTC/Army career, and a 1 reflects low commitment.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Putting together the racial subgroup differences found in the cadet and officer samples (and assuming the comparability of the samples for addressing the issue at hand), one may conclude that blacks get weeded out of the ROTC/Army career commitment process at an earlier stage (in college) than whites. Thus, blacks who make it to the Army officer stage of the process are relatively more committed than whites. For the white subgroup, the period of obligated Army service serves as the stage in which uncommitted participants are weeded out.

The obtained difference in black vs. white cadets' intentions to pursue a Regular Army vs. Reserve career in the Army (with proportionately more white cadets planning for a Regular Army career and proportionately more black cadets planning to join the Reserves) is interesting. A previous project report (Card, et al., 1975) showed that, in fact, disproportionately more white than black cadets are awarded a Regular Army commission, in line with cadets' plans and expectations.

Whether racial differences in these plans cause or are caused by the "de facto" situation, or whether both plans as well as the "de facto" situation are caused by prior objective indications of the probability of obtaining a Regular Army Commission--e.g., grades, performance in the ROTC program-- is a complex but very important issue, in light of recent government affirmative action policies and programs.

SES Differences in ROTC/Army Career Commitment

No SES differences in career commitment were found in the ROTC cadet or Army officer samples (Columns 7 and 8, Table 15; Columns 5 and 6, Table 16).

Academic Achievement Differences in ROTC/Army Career Commitment

No academic achievement differences in career commitment were found in the ROTC cadet sample (Columns 9 and 10, Table 15). However, in the Army officer sample, officers who had a low GPA average (lower than B-) expressed higher commitment to an Army career than officers who had a high GPA average (B- or higher; see Columns 7 and 8, Table 16).

This higher commitment on the part of low GPA officers was primarily attributable to behavioral-related intentions to remain in the career path (items CC1, CC2, CC3 and CC4 in Table 16), and not to greater subjective attachment to an Army officer career (items CC6 and CC7). Thus low GPA officers are not significantly more enthusiastic about an Army officer career than high GPA officers. Nevertheless a greater proportion of these low academic achievement officers intend to remain in the Army, possibly because civilian alternatives are not as promising for them as for their peers with high academic achievement.

ROTC Scholarship Effects on Officers' Career Commitment

With one exception (CC4), there was no difference in the career commitment of Army officers who possessed an ROTC scholarship in college vs. Army

officers who did not. As pointed out in an earlier report (Card, et al., 1976), ROTC scholarships do not appear to be able to hold officers in the Army beyond their period of obligated service.

ROTC GPA and Officers' Career Commitment

Earlier sections of this report showed that officers who were "A" students in their college ROTC program held significantly more favorable Beliefs about ROTC and the Army than did officers who were "B" or "C" students in the program. Columns 11 and 12 of Table 16 show that these high ROTC GPA officers were also more committed to an Army officer career than their low ROTC GPA peers. This higher commitment was evidenced on every single one of the 7 career commitment items in the study. Thus the ROTC "A" students now in their period of obligated Army service: (a) intended to remain on as Army officers (CC1 to CC4, Table 16), and (b) did so with enthusiasm (CC5) and out of a genuine attachment to the Army (CC6 and CC7).

Indeed ROTC grades appear to be potent predictors of subsequent commitment to an Army officer career.

Subgroup Differences in Commitment-Related Socio-Psychological and Informational Variables

A project report (Card, et al., 1975) showed that high ROTC/Army career commitment is associated with a particular socio-psychological profile: (a) low need for fate control, (b) high bureaucratic tendencies, (c) high subscription to military ideology, (d) low anomie, and (e) more extensive career development. In addition there is a significant positive relationship between commitment and amount of accurate information about ROTC/Army.

Subgroup differences in these commitment-related socio-psychological and informational variables were examined for the college ROTC cadet and Army officer samples. Results are presented in Tables 17 and 18.

Subgroup Differences in Information about ROTC/Army

The ROTC/Army Information Test was administered to the college, but not the Army officer sample. The first row of Table 17 presents subgroup differences in ROTC cadets' possession of accurate information about ROTC/Army. Male cadets, white cadets, cadets who possessed an ROTC scholarship and cadets in Advanced ROTC scored higher on the ROTC/Army information test than did female cadets, black cadets, cadets without an ROTC scholarship, and cadets in Basic ROTC.

Subgroup Differences in Commitment-Related Socio-Psychological Variables

No differences were found between male and female cadets on any of the socio-psychological variables investigated.

TABLE 17

ADJUSTED SUBGROUP DIFFERENCES IN ROTC CADETS'
INFORMATIONAL AND SOCIO-PSYCHOLOGICAL PROFILE^a

INFORMATIONAL AND SOCIO-PSYCHOLOGICAL SCALE VARIABLES ^b	GRAND MEAN	RESPONDENT SUBGROUP									
		SEX		RACE		SOCIOECONOMIC STATUS		ROTC SCHOLARSHIP		YEAR IN SCHOOL	
		Male (N=651)	Female (N=72)	White (N=564)	Black (N=159)	Low (N=241)	High (N=432)	No (N=559)	Yes (N=164)	Fresh. Soph. (N=357)	Junior, Senior (N=356)
ROTC/Army Information	24.59	0.04*	-0.39	0.19*	-0.66	0.03	-0.02	-0.11	0.37**	-0.63	0.62***
Need for Fate Control	13.79	-0.05	0.41	-0.27	0.95***	0.02	-0.01	0.09	-0.29	0.06	-0.06
Bureaucratic Tendencies	25.76	0.15	-1.33	-1.27	4.49***	0.71*	-0.35	0.22	-0.74	0.57*	-0.56
Military Ideology	31.47	0.07	-0.63	-0.29	1.04**	-0.06	0.03	-0.16	0.56	-0.05	0.05
Anomie	14.15	-0.03	0.23	-0.25	0.87**	0.71***	-0.35	0.16*	-0.54	0.35*	-0.34
Career Development											
Exploration	43.41	-0.1*	1.29	0.40	-1.40	-0.67	0.33	-0.55	1.87**	-1.03	1.90**
Establishment	35.90	0.03	-0.30	-0.57	2.00**	-0.40	0.20	-0.21	0.72	-1.74	1.70***

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^b All scale variables have been scored so that a high score reflects greater possession of the variable being measured.

* $p < .05$
** $p < .01$
*** $p < .001$

TABLE 18

ADJUSTED SUBGROUP DIFFERENCES IN ARMY OFFICERS'
SOCIO-PSYCHOLOGICAL PROFILE^a

SOCIAL-PSYCHOLOGICAL SCALE VARIABLES ^b	GRAND MEAN	RESPONDENT SUBGROUP							
		RACE		SOCIOECONOMIC STATUS		ROTC SCHOLARSHIP		TYPE OF ARMY SERVICE	
		White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	No (N=345)	Yes (N=244)	Regular Army (N=234)	Active Duty Reserve (N=394)
Need for Fate Control	13.02	-0.06	0.56	-0.07	0.04	0.03	-0.04	-0.19	0.11
Bureaucratic Tendencies	22.32	-0.44	4.23***	0.29	-0.15	0.32	-0.46	0.64*	-0.37
Military Ideology	29.04	-0.27	2.57***	0.08	-0.04	0.21	-0.30	0.65**	-0.38
Anomie	12.44	-0.01	0.06	0.46*	-0.24	-0.32	0.45**	-0.36	0.21
Career Development									
Exploration	41.42	-0.01	0.08	0.36	-0.19	0.54	-0.77	-0.47	0.27
Establishment	39.39	-0.19	1.84	0.18	-0.09	0.31	-0.44	0.35	-0.20

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^b All scale variables have been scored so that a high score reflects greater possession of the variable being measured.

* $p < .05$
** $p < .01$
*** $p < .001$

Blacks in the cadet as well as officer samples had higher bureaucratic tendencies and greater subscription to military ideology than whites. No other race differences were found in the officer sample. In the cadet sample, blacks also exhibited (a) greater need for fate control, (b) greater anomie or alienation, and (c) higher career development than whites.

The greater anomie among blacks was also found in the low SES cadet and officer subgroups, findings not surprising given the fact that the mainstream of American life is centered around the white middle-class.

The only other important differences in the socio-psychological profile of select subgroups of cadets and officers were: (a) Older cadets, not surprisingly, scored higher in career development than younger cadets. (b) Younger cadets, however, had greater bureaucratic tendencies and higher anomie. (c) Regular Army officers had greater bureaucratic tendencies and greater subscription to military ideology than Active Duty Reserve officers.

Subgroup Differences in Ability and Performance-Related Measures

There were four indices of ability/performance included in the college cadet and Army officer questionnaires: (a) high school grade point average; (b) college grade point average; (c) ROTC grade point average; and (d) satisfaction with one's performance in ROTC/Army.

Investigation of subgroup differences on these four variables (Tables 19 and 20) revealed that:

1. There were no significant sex differences in ability/performance (Table 19).
2. Whites had higher academic grades than blacks, but there were no differences in blacks' and whites' ROTC grades or satisfaction with ROTC/Army (Tables 19 and 20).
3. There were no systematic SES-subgroup differences in ability/performance (Tables 19 and 20).
4. There was a large association between possession of an ROTC scholarship and ability/performance, especially among college cadets. Scholarship holders in both the cadet and officer samples reported higher high school grades than their peers who did not have an ROTC scholarship. In addition, scholarship holders in the cadet sample reported higher college grades, higher ROTC grades, and greater satisfaction with their performance in the ROTC program than non-scholarship cadets (Tables 19 and 20). Clearly one function of the ROTC scholarship program is to bring individuals of high academic

TABLE 19

ADJUSTED SUBGROUP DIFFERENCES IN ROTC CADETS'
ABILITY AND PERFORMANCE^a

ABILITY/PERFORMANCE INDICES	GRAND MEAN	RESPONDENT SUBGROUP									
		SEX		RACE		SOCIOECONOMIC STATUS		ROTC SCHOLARSHIP		YEAR IN SCHOOL	
		Male (N=651)	Female (N=72)	White (N=564)	Black (N=159)	Low (N=241)	High (N=482)	No (N=659)	Yes (N=164)	Fresh., Soph. (N=357)	Junior, Senior (N=366)
H.S. Grade Point Average ^b	3.94	-0.01	0.09	0.03	-0.10	0.05	-0.03	-0.10	0.32***	0.04	-0.04
College Grade Point Average ^b	3.45	-0.01	0.12	0.05***	-0.19	0.02	-0.01	-0.11	0.37***	-0.06	0.06*
ROTC Grade Point Average ^b	4.36	0.00	-0.04	0.01	-0.04	0.00	0.00	-0.09	0.31***	0.07*	-0.06
Satisfaction with Performance in ROTC ^c	4.02	-0.01	0.05	0.01	-0.02	-0.04	0.02	-0.07	0.25***	0.12**	-0.11

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^b All grade point averages have been scored so that 5 = A; 1 = Lower than D.

^c Satisfaction has been scored so that 5 = Very satisfied; 1 = Very dissatisfied.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

TABLE 20

ADJUSTED SUBGROUP DIFFERENCES IN ARMY OFFICERS'
ABILITY AND PERFORMANCE^a

ABILITY/PERFORMANCE INDICES	GRAND MEAN	RESPONDENT SUBGROUP							
		RACE		SOCIOECONOMIC STATUS		ROTC SCHOLARSHIP		TYPE OF ARMY SERVICE	
		White (N=539)	Black (N=57)	Low (N=201)	High (N=388)	No (N=345)	Yes (N=244)	Regular Army (N=234)	Active Duty Reserve (N=394)
H.S. Grade Point Average ^b	4.15	0.03**	-0.26	0.07*	-0.04	-0.09	0.12***	0.02	-0.01
College Grade Point Average ^b	3.82	0.02**	-0.21	0.01	-0.01	-0.02	0.03	0.09*	-0.05
ROTC Grade Point Average ^b	4.54	0.01	-0.13	0.00	0.00	-0.04	0.05	0.16***	-0.09
Satisfaction with Performance in Army ^c	4.20	0.00	0.01	0.00	0.00	0.08*	-0.11	0.06	-0.04

Note. Due to missing values, the number of respondents on which means reported in this table were computed may not always correspond to the "N" given in the table column heading. In no case, however, did over 5% of respondents fail to answer an item.

^a Table entries refer to subgroup deviations from the grand mean, after adjustment for all other independent variable subgroups in the table.

^b All grade point averages have been scored so that 5 = A, 1 = Lower than D.

^c Satisfaction has been scored so that 5 = Very satisfied; 1 = Very dissatisfied.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

ability into ROTC.⁶ At the college level, scholarships appear to also be correlated with positive, subjective estimates of ROTC performance; this relationship between scholarship and performance, however, disappears at the officer stage. Indeed, for the officer subgroup, possession of a college ROTC scholarship was negatively related to subjective evaluation of one's own performance in the Army.

5. Cadets in Advanced ROTC reported higher college grades than cadets in Basic ROTC. However, surprisingly, the younger cadets reported higher ROTC grades and greater personal satisfaction with their performance in ROTC (Table 19).
6. Regular Army officers reported higher college grades⁶ and, especially, higher ROTC grades than Active Duty Reserve officers (Table 20).

SUMMARY

This report re-analyzed data obtained from a nationwide survey of 1089 high school seniors, 1633 college students (754 in ROTC; 879 not in ROTC), and 634 ROTC-graduate Army officers in their period of obligated Army service with the goal of uncovering subgroup differences in ROTC/Army career commitment and commitment-related attitudes.

Differences among the following subgroups were studied:

- ROTC vs. non-ROTC students
- males vs. females
- blacks vs. whites
- low socioeconomic status respondents vs. high socioeconomic status respondents
- low academic achievers vs. high academic achievers
- ROTC-scholarship officers vs. non-ROTC-scholarship officers
- high ROTC grade point average officers vs. low ROTC grade point average officers.

The following major findings emerged from the data analysis:

Subgroup Differences in Beliefs about ROTC and Beliefs about the Army

1. ROTC high school and college students had more favorable beliefs about ROTC/Army than non-ROTC students.

⁶These findings are not surprising in light of the fact that ROTC scholarships and Regular Army commissions are awarded partially on the basis of academic achievement.

2. High school and college females had more favorable beliefs about ROTC/Army than their male classmates. Only the "social" dimension of ROTC/Army was viewed more favorably by males than females.
3. Black students and Army officers had more favorable beliefs about ROTC/Army than their white peers. Once again, only the "social" dimension of ROTC/Army was viewed more favorably by whites than blacks.
4. Students and officers of low socioeconomic status had more favorable beliefs about ROTC/Army than students and officers of high socioeconomic status.
5. Students and officers with a low (lower than B-) academic grade point average had more favorable beliefs about ROTC/Army than students and officers with a high academic grade point average. The "guaranteed job after college" was the only dimension perceived more favorably by high GPA respondents than by low GPA respondents.
6. There was no consistent relationship between possession of a college ROTC scholarship and beliefs about ROTC/Army.
7. Officers with a high (A) ROTC grade point average had more favorable beliefs about ROTC/Army than officers with a B or C grade point average.

These findings indicate that both ROTC and the Army appear to appeal more strongly to the disenfranchised in U.S. society--blacks, low SES and low ability respondents, etc. In light of the high ratings given by these groups to the dimensions "contribution to society," "opportunity for self-development," "respect attached to an Army officer career", one may speculate that this appeal is due to the fact that an Army officer career via the college ROTC program offers these groups a chance to improve themselves and to contribute to society in a manner they consider to be socially acceptable and prestigious.

Subgroup Differences in ROTC/Army Career Commitment

8. Females had lower commitment to a ROTC/Army career than males, despite their more favorable attitudes toward ROTC/Army. This apparent gap in the military attitude-behavior link among females is, in all probability, attributable to traditional social mores that view the military as a "male" career. Females are interested and supportive spectators of the career, but to this date have refrained or been prevented from becoming active participants. One could hypothesize that this spectator/participant barrier is weak, and will diminish with current changing social mores, in light of the documented favorable predispositions (military attitudes) held by the female subgroup.

9. In keeping with the racial subgroup differences that emerged from analysis of the Beliefs about ROTC and Beliefs about the Army items, black Army officers were more highly committed to a ROTC/Army officer career than were white Army officers. However, within the ROTC college cadet sample, a divergent result was obtained: white cadets were more committed to ROTC/Army than black cadets. The results for the cadet sample were attributable primarily to the extremely low commitment exhibited by cadets from the primarily-black school in the sample. (This school had the lowest commitment mean among the 11 colleges that participated in the study.)

Investigation of the specific differences in the commitment of black vs. white cadets revealed that white cadets' higher commitment was attributable to: (a) the two items dealing with intention to remain in ROTC, and (b) the one item dealing with intention to join the Regular Army, as opposed to the Reserves. There were no black-white differences on the commitment items dealing with intention to make a career of the Army.

One may hypothesize from these findings that blacks get weeded out of the ROTC/Army career commitment process at an earlier stage (in college) than whites. Thus, blacks who make it to the Army officer stage of the process are relatively more committed than whites. For the white subgroup, the period of obligated Army service serves as the weeding-out stage for uncommitted participants.

10. There were no SES differences in ROTC/Army career commitment.
11. No academic achievement differences in career commitment were found in the ROTC cadet sample. However, in the Army officer sample, officers who had a low GPA average (lower than B-) expressed higher commitment to an Army career than officers who had a high GPA average (B- or higher). This higher commitment on the part of low GPA officers was primarily attributable to behavioral-related intentions to remain in the career path, and not to greater subjective attachment to an Army officer career. Thus low GPA officers are not significantly more enthusiastic about an Army officer career than high GPA officers. Nevertheless a greater proportion of these low academic achievement officers intend to remain in the Army, possibly because civilian alternatives are not as promising for them as for their peers with high academic achievement.
12. There was no difference in the career commitment of Army officers who possessed an ROTC scholarship in college vs. Army officers who did not. As pointed out in an earlier report (Card, et al., 1975), ROTC scholarships do not appear to be able to hold officers in the Army beyond their period of obligated service.

13. High ROTC GPA officers were more committed to an Army officer career than their low ROTC GPA peers. This higher commitment was evidenced on every single one of the 7 career commitment items in the study. Thus the ROTC "A" students now in their period of obligated Army service: (a) intended to remain on as Army officers, and (b) did so with enthusiasm and out of a genuine attachment to the Army. Indeed ROTC grades appear to be potent predictors of subsequent commitment to an Army officer career, pointing to the ability of the ROTC cadre to spot cadets who would make committed officers.

Subgroup Differences in Information about ROTC/Army

14. Male cadets, white cadets, cadets with an ROTC scholarship and cadets in Advanced ROTC scored higher on the ROTC/Army information test than did female cadets, black cadets, cadets without an ROTC scholarship, and cadets in Basic ROTC.

Subgroup Differences in Ability and Performance-Related Measures

15. Whites, ROTC scholarship holders, and Regular Army officers reported higher academic grades than blacks, non-scholarship cadets and officers, and Active Duty Reserve officers. Clearly one function of the ROTC scholarship program is to bring individuals of high academic ability into ROTC. At the college level, scholarships appear to also be correlated with positive, subjective estimates of ROTC performance. This relationship between scholarship and performance, however, disappears at the officer stage. Indeed, for the officer subgroup, possession of a college ROTC scholarship was negatively related to subjective evaluation of one's own performance in the Army.